

Approval Chart for Curriculum Changes

A = Approve I= Information Item¹ R= Advise & Respond²

Course Number HIST 131 or Degree Plan(s) _____

State the requested change and reason. A memo may be attached if more space is necessary.

Application to Gen Ed menu: Cultural Literacy.

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

					COUNCIL ³					
	Change to a Course	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	President
1.	Title (description unchanged)	A	A	A	I				I	I
2.	Description (not affecting content)	A	A	A	I				I	I
3.	Course term(s)	A	I	A	I				I	I
4.	Content (substantive change)	A	A	A	I				A	I
5.	Number of hours (lecture, lab, contact)	A	A	A	A				A	I
6.	Course number within the hundred	A	A	I	I				I	I
7.	Course number beyond the hundred	A	A	A	A				A	I
8.	Prerequisites	A	A	A	I				I	I
9.	Course fee(s)	A	--	A	--				A	I
10.	From U to G <i>or</i> G to U	A	A	A	A				A	I
11.	Cross list with another department: U or G level	A	A	A	A				A	I
12.	Department of record	A	A	A	A				A	I
13.	Open or close a course	A	A	A	A				A	I
14.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A	A				A	I

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

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COUNCIL ³												
	Change to a Degree Plan	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	Faculty	President	Board of Trustees
1.	University Requirements — Change in approved course content ⁶	A	A	A	A				A	--	A	--
2.	University Requirements — Add or drop a required course from the University Requirements chart ⁶	A	A	A	A				A	A	A	--
3.	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	--	--	A				A	--	A	--
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A	A				A	A	A	--
5.	Major — Revision of major ^{4,5}	A	A	A	A				A	--	A	--
6.	Major — Adopt or change admission requirements	A	A	A	A				A	--	A	--
7.	Major — Add ^{4,5}	A	A	A	A				A	A	A	I
8.	Major – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
9.	Major – Discontinue (proposed by the Provost)	See below.										
10.	GPA — Revise major or cumulative requirement	A	A	A	A				A	A	A	--
11.	Minor — Revise course selection	A	A	A	I				I	--	I	--
12.	Minor — Add	A	A	A	A				A	--	A	--
13.	Minor – Discontinue (proposed by the department or college)	A	A	A	A				A	--	A	--
14.	Minor – Discontinue (proposed by the Provost)	See below.										
15.	Degree — Add	A	A	A	A				A	A	A	I
16.	Degree – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
17.	Degree – Discontinue (proposed by the Provost)	See below.										
18.	Any change to a graduate degree program	A	A	A	A				A	--	A	--

		COUNCIL ³								
	Provost-Proposed Change	Provost	Department	Dean	TEC	UUAC	Graduate	Faculty	President	Board of Trustees
1.	Major/Graduate Program – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I
2.	Minor – Discontinue (proposed by the Provost)	A	R	R	A			--	A	--
3.	Degree – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I

Approval Chart for Curriculum Changes

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COUNCIL³

	Change to the Catalog Information	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	Faculty	President
1.	General requirements for graduation including course requirements that are common to all majors for all degrees ⁷	--	--	--	A			A	A	A
2.	Admission requirements	--	--	--	A			A	A	A
3.	Policies governing academic probation and suspension	--	--	--	A			A	A	A
4.	Requirements for graduating with honors	--	--	--	A			A	A	A

¹ Councils may request additional information about “Information” items. These items are approved as “Consent Agenda.”

² The Dean and Department should respond to the Provost’s recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

³ All courses that meet University Requirements for general education must go through UGEC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

⁴ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

⁶ Courses that satisfy ACU’s University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and “not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession” (SACS 2.7.3). Departments may request exceptions to the first three criteria.

⁷ The UUAC approved the clarification that “general requirements for graduation” means the enumerated items in the “General Requirements for Bachelor’s Degrees” section of the catalog.

Revised 8-26-19

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
	09/14/2022
Signature	Approval date
Signature	Approval date

College Academic Council(s)	
Signature	Approval date
Signature	Approval date

Dean(s)	
Signature	Approval date
Signature	Approval date

Teacher Education Council	
Chair's signature	Approval date

General Education Council	
Chair's signature	Approval date

Undergraduate Academic Council	
Chair's signature	Approval date

Graduate Council	
Chair's signature	Approval date

Provost	
Signature	Approval date

Faculty	
Chair of faculty senate	Approval date

President	
Signature	Approval date

Application for Cultural Literacy Menu

Guidelines For All General Education Courses

1. All general education courses must be 100-level or above.
2. General education courses should present a breadth of knowledge, not focusing on skills, techniques, and procedures specific to a particular occupation or profession.
3. Individual courses will fulfill only a single general education requirement.
4. Courses free of prerequisites are preferred. Applications to add courses with prerequisites must provide additional evidence that the course contributes to a student's breadth of knowledge and is not specific to a particular occupation or profession.
5. Each course may appear on a maximum of two menus that accept applications (arts and humanities, cultural literacy, life and physical sciences, and social and behavioral sciences).

Cultural Literacy Description

Courses within this domain provide students opportunity to develop informed discourse and understand the interconnectedness of diverse peoples. Additionally, students will courageously interrogate their own internal processes about diversity and equity. Courses satisfying this menu will assist students to 1) explore global, historical, and cultural experiences of diverse populations, and 2) interrogate one's internal and external views and values for greater self-awareness.

Instructions

Complete this form and submit it with a course syllabus and approval chart to the University General Education Council. Faculty submitting an application should be prepared to perform annual assessment for their course. The assessment will be conducted with the rubric included in this course application.

Subject code, course number, and title of course:	HIST 131 World History: Cultures and Connections since 1400
Terms offered:	Fall, Spring, Summer
Catalog description:	Survey of the economic, political, and cultural interactions between major world regions and civilizations from the fifteenth century to the present, with attention to major global processes and movements. (3 hours credit)
Course prerequisites:	-
Cross-listed courses: *Note: Many gen ed courses are cross-listed between the Abilene and Dallas campuses.	-

Other general education menus on which the course appears or you are applying for:	Arts & Humanities
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Description of Menu Fit

Please describe how your class fits into the Cultural Literacy Menu (200 words or less). The course description, this statement, and the course syllabus together should demonstrate that a substantial portion of the course content (about half) is dedicated to issues involving the three relevant outcomes listed below.

*This course explores world history since 1400, framed in terms of four C's: Context, Change, Comparisons, and Connections. Thus, much of the methodology and framing of questions aligns with the Cultural Literacy attention to connections between human societies and awareness of how context shapes outlooks and institutions. Attention to unique historical **contexts** enables students to understand factors that shape divergent points of view, leading to an ability to evaluate rhetorical claims while interrogating one's own cultural views. Similarly, the use of **comparative** case studies – e.g., the unfolding of revolution in Russia and China – enables students to grapple with issues of context. And focus on **change** in one region (i.e., European Industrial Revolution) leads students to understand global **connections** through attention to the impact of the I.R. in such diverse regions as West Africa, India, Japan, and the Rio de la Plata.*

Prerequisites

If the course has prerequisites, provide evidence that the course contributes to a student's breadth of knowledge. Also provide evidence that the course content is not specific to a particular occupation or profession (200 words or less).

No prerequisites. This broad survey course is designed to introduce students of all majors and careers to the histories and cultures of the world since 1400, and provides helpful context to buttress any student's understanding of and sensitivity to differences of religion, political systems, gender practices, foodways, and social organizations. In other words, the study of global history helps equip all students for service and leadership in a number of global contexts.

Relevant Outcomes

At a minimum, a course applying to the Cultural Literacy menu must use at least one topic or activity listed below each of the mapped outcomes:

- B1: Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations.
 - Account for and explain divergent perspectives on cultural phenomenon (e.g., female face-coverings in Islamic communities, "nepotism" in collectivistic contexts, aesthetic values in a certain historical period, etc.).
 - Demonstrate how social and historical contexts shape a community's worldview or cultural commitments.

- Study or write a case study of inculturation, ritual, or morality that emerges from a specific cultural context.
- Identify underlying values, ideologies, perspectives, and attitudes that account for external cultural practices and products of a specific culture, particularly as these are expressed through its language.
- Through measurable assessments, compare the cultural perspectives of another culture with those of a student's own culture and reflect through adequate speech (oral or written) on how this knowledge prepares them to be culturally sensitive professionals.
- B2: Understand the interconnectedness of human experience with a posture of humility while celebrating difference.
 - Reflect on a specific issue(s) considering the notion of cultural humility or ethnorelativity.
 - Evaluate appreciatively the music, ritual, art, theatre, or religious expression of a different culture.
 - Engage in and reflect upon a special event or celebration that highlights a different cultural background.
 - Requires students to attend and actively participate in an event honoring or presenting one or more aspects of a racial/cultural group that they do not identify with and respond to that event by a writing assignment or another medium.
 - Study and evaluate an accepted institutional or association statement on culture, race, or diversity (e.g., [UN Declaration on Cultural Diversity](#), [American Anthropological Association Declaration on Anthropology and Human Rights](#), etc.) and reflect upon it from a discipline-specific and/or faith perspective.
 - Require students to both recognize and demonstrate their respect for differences along at least two of the following axes of difference: gender, class, religion, sexuality, disability, age, or a major cultural difference (e.g., race, ethnicity, individualism-collectivism, high-low power distance orientation, high-low uncertainty avoidance, etc.).
 - Analyze attitudes and practices of working with those of differing cultural perspectives (at the micro, mezzo, and macro levels) with a presence of humility while learning, communicating, offering help, and making decisions in professional practice and settings.
 - Create a rationale (moral, ethical, religious) for maintaining an interpersonal stance that is other-oriented (open to the other) in relation to aspects of cultural identity that are most important to a person or persons of a different cultural perspective.
 - Reflect upon the cultural dimensions of complex challenges of human interconnections (e.g., changing relations within and between human communities, changing relations with ecological and climatic conditions, shifts in technology, migration, environmental degradation, new technologies, etc.).

- B3: Interrogate one's internal and external views and values for greater self-awareness.
 - Reflect upon one's social location regarding race and at least two of the following: gender, class, sexuality, disability, age.
 - Create a framework to discuss and demonstrate critical reflection up cultural differences in the workplace
 - Feature personal reflections which involves diverse cultural perspectives not typical of mainstream North American culture.
 - Feature personal reflections on the intersection of biography (identifying the origins of the content of their reflections) and social inequality/injustice on race, gender, sexuality, social class, disability, and/or age
 - Require students to read/listen/view content created by one or more persons whose work connects social inequality with personal experience.
 - Examine systems of privilege and oppression that shape students' perspectives, values, and behavior, with a focus on race, gender, sexuality, social class, disability, and/or age.
 - Require students to examine critically their social location regarding race as a system of inequality and at least two of the following: gender, sexuality, disability, age as systems of inequality.
 - No less than 50% of course content focuses on one or more of the following: cultural difference, power, privilege, structural and institutional inequality.
 - No less than 40% of course content features diverse sources of knowledge integrated throughout the semester, including but not limited to indigenous, spiritual, community-centered, or otherwise marginalized knowledges.
 - No less than 40% of the course content focuses on structural and institutional social change in one or more of the following contexts: campus, community, state, nation, global region, or global system.
 - Provide an account of why it is important not be neutral regarding power relations and cultural hegemony, especially white supremacy, and all forms of racism.

From the lists above, indicate which topic or activity fulfills this course's connection to each learning outcome.

Outcome	Topic or Activity
Outcome B1	Demonstrate how social and historical contexts shape a community's worldview or cultural commitments.
Outcome B2	Evaluate appreciatively the music, ritual, art, theatre, or religious expression of a different culture.
Outcome B3	Require students to read/listen/view content created by one or more persons whose work connects social inequality with personal experience.

Assessment

Ideally, assessment will occur within one or two exams/assignments. Please indicate which exams or assignments will be used for each outcome. These artifacts may be the same as the activities listed in the Relevant Outcomes section. Provide assignment prompts if available.

Area to Be Assessed	Assessment Artifact
Outcome B1	<i>Demonstrate how social and historical contexts shape a community's worldview or cultural commitments.</i> In exam essay format , students will explain how social and historical contexts shaped the willing enthusiasm for Europeans to embark on war in 1914 OR energized the German people to follow Hitler into war in 1939.
Outcome B2	<i>Evaluate appreciatively the music, ritual, art, theatre, or religious expression of a different culture.</i> Student discussion posts will require description, contextual analysis, and significance of one of the material artifacts featured in the BBC's "History of the World in 100 Objects."
Outcome B3	<i>Require students to read/listen/view content created by one or more persons whose work connects social inequality with personal experience.</i> In a written post , students analyze a primary historical source (e.g., <i>The Interesting Narrative of the Life of Olaudah Equiano</i>) for how the experience of social inequality or oppression shaped the narrator's viewpoint and discourse.

Please use the following rubric to perform assessment each year.

Student Learning Outcome B1

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations.	Shows little to no understanding of two or more of the areas of different experiences of diverse populations.	Conversant in experiences of diverse populations.	Demonstrates exceptional depth of understanding in discourse in all three areas of different experiences of diverse populations.

Student Learning Outcome B2

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Understand the interconnectedness of the human experience with a posture of humility.	Shows little to no understanding about connections among people and/or expresses cultural superiority.	Able to express understanding about connections among people and express that one's own culture or experiences are not superior to others.	Clearly expresses understanding about a connected, shared human experience and clearly expresses humility of perspective on human experiences.

Celebrate difference among people.	Unable to express value in the differences among individuals and/or cultures.	Able to express value in the differences among individuals and/or cultures.	Expresses persuasive advocacy for valuing human difference.
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Student Learning Outcome B3

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Interrogate one's internal and external views and values for greater self-awareness.	Unable to acknowledge having a unique cultural viewpoint and/or unable to analyze the factors that contribute to it.	Expresses self-examination of a cultural viewpoint and expresses a conclusion about any potential individual blind spots due to that perspective.	Clearly expresses a thorough self-examination of one or more cultural viewpoints, expresses a conclusion about any potential individual blind spots due to that perspective, and expresses a plan for growth.

World History: Cultures and Connections since 1400 (HIST 131.02)
Dr. Ronald J. Morgan, Professor of History (Fall 2021)

Contacting Dr. Morgan

Email: rxm03c@acu.edu

History Dept. Phone: 674-2370

Office: Hardin Admin. 324; Dr. Morgan
will not attend his office in Fall 2020.

Course Meeting Times and Places

Time: MWF 9 or 10 a.m. (No Friday meetings)

Office Hours: M & W 2:15-3:30 p.m. (Zoom or
face-to-face); other times by appointment

Catalog Course Description: Survey of the economic, political, and cultural interactions between major world regions and civilizations from the fifteenth century to the present, with attention to major global processes and movements. (3 hours credit)

Course Synopsis

Historians increasingly give attention in their research and teaching to global connections, interactions, and interdependencies. Employing tools from the academic discipline of History, this course raises questions about the historical processes that shaped our contemporary world.

The student who successfully completes this course will be able to demonstrate an understanding of the modern world (with particular attention to the periodic intensification and contraction of global interactions) and an awareness of the relationship between economic and technological innovation, social transformations, and political ideologies and forms. He or she should also be able to argue for the importance of global approaches to historical study.

[For General Policies on attendance and late work, as well as academic integrity and special needs policy, see Announcement in this course's space in Canvas.]

Christian Perspectives on Teaching and Learning

My primary goal in teaching university students is to help form Christian adults who, through their ability to think critically and globally, as well as to write clearly, will make more useful contributions to the human community. My approaches and methods, therefore, are focused on forming such Christians.

My philosophy of teaching includes the goal of internationalizing students' outlooks on the world. During my years as director of ACU in Oxford, that goal was easy to make explicit; in my current role on the Abilene campus, I continue to make it a priority in my classroom.

In my view, the study of history should be both intellectual and moral; professor and students should use their critical thinking capacities not only to describe what happened in the past, but also to discerningly cast judgments on moral good and evil, frankly identifying failures as well as triumphs, injustices as well as important ethical and political achievements. For Western Christians, the study of global history invites us to cultivate the spiritual virtue of humility, to learn from the wisdom of the non-Christian, non-Western "Other" and to acknowledge the failures and sins of our own civilization, as well as its virtues. Ideally, we cast both a critical and empathetic eye to the human past, thus enabling ourselves to evaluate more evenly the human present and future.

Required Readings

The textbook is a 2-volume bundle. There are two purchase options, as follows:

New books (priced at \$69): Strayer, Robert W. and Eric W. Nelson, eds. *Ways of the World: A Brief Global History*, Vol.2, bundled with *Thinking through the Sources: A Brief Global History*, (4th ed.) ISBN 13: 9781319241995.

Used books (priced at \$52): Strayer, Robert W. and Eric W. Nelson, eds. *Ways of the World: A Brief Global History*, Vol.2, bundled with *Thinking through the Sources: A Brief Global History*, (4th ed.) ISBN 13: 9781319241994

Course Calendar: With Major Topics, Assignments & Due Dates
Note color-coding for the 3 modules

Key to abbreviations on the calendar:

WW = *Ways of the World* textbook

AP = Audio Podcast (usually from BBC)

MVL = Morgan video lecture in mp4

PS (primary sources in “Thinking through the Sources”)

DP = Discussion Post over assigned primary sources

Φ - This symbol in left column = Quiz due by this date.

* All readings and discussion posts listed in the right column for Mondays or Wednesdays should be completed before class time on that day (Discussion Posts on Wednesdays by 8:45 a.m.). All assignments listed for Friday dates should be completed before taking the quiz (which closes Mondays at 8:45 a.m.).

* All work assignments (Discussion Posts, Quizzes, Exams, Extra Credit Posts) are highlighted in red.

Note: This calendar may contain small errors or omissions. Instructor reserves the right to make changes along the way, but will always give advance notice so that students are able to adjust to any change.

Date	Topic	Pre-class Assignment*
Module 1	15th Century & Early Modern World	Ways of the World, Chs.12-15
M 23Aug	Intro (3 Cs, calendar, primary sources)	MVL: Thinking Historically (4 Cs); Intro to Module 1; What historians do: Methods”
W 25 Aug	Discussion: Primary Sources and the Case of the Kilwa pottery shards	AP: “Kilwa pot shards” DP: “Kilwa pot shards”
F 27 Aug	<i>No meetings on Fridays</i>	Read WW 354-7 MVLs: Three Travelers (Parts 1 & 2)
M 30 Aug	Lecture: Iberian Catholic expansion by land and by sea	Read: WW 347-54, 363-74; Queen Isabel “Expulsion Edict” (attached in Canvas)
W 1 Sep	Spanish conquests in the “New World”	Read: PS 12.4 (Columbus) & Las Casas (<i>Historia de las Indias</i>) Based on reading of Bartolomé de las Casas’s account of the 1511 advent sermon of Father Montesinos), demonstrate a critical understanding of how the context of Spanish conquest shaped both priests’ understanding of the gospel.
F 3 Sep	<i>No meetings on Fridays</i>	Read: 394-405 (Silver economy, Pacific rim) AP: Pieces of Eight
M 6 SepΦ	Lecture: Navigation, Empires, Exchange	Quiz 1 (Mon. 8:45 a.m.); Read: WW 374-7, 410-22
W 8 Sep	Discuss Primary Sources: Eyewitness Perspectives on the Atlantic Slave Trade	Read PS 14.5 (a, b, c); 14.6 (a, b, c) DP: Eyewitness Perspectives on the Atlantic Slave Trade In Equiano’s <i>Interesting Narrative</i> , how does the experience of social oppression shape the narrator’s viewpoint and discourse.

Syllabus for HIST 131.W2/W3 – Dr. Ron Morgan (Fall 2021)

F 10 Sep	<i>No meetings on Fridays</i>	Worksheet: Analyzing the Atlantic Slave Trade Database Read: 343-7 386-90
M 13 Sep	Lecture: Atlantic Revolutions (US & France)	Read: WW 441-7, 452-65; PS 16.1, 16.4, 16.5, 16.6, 16.7
W 15 Sep	Lecture: Atlantic Revolutions (Haiti & Spanish America)	Read: WW 466-70; Extra Credit: Columbus, Encomienda & the Prophetic Voice
F 17 Sep	<i>No meetings on Fridays</i>	Read: WW 471-4, 477-80; MVLs: Traveler Equiano, Parts 1 & 2
Module 2	<i>The European Moment in World History, 1750-1914</i>	<i>Ways of the World, Chs.16-19</i>
M 20 SepΦ	Lecture: Ricci, China and the West	Quiz 2 (Mon. 8:45 a.m.) Read: WW 336-43, 357, 383-6, 431-2, 433-5; profile of Zheng He (attachment in Canvas)
W 22 Sep	Exam 1 (Chapters 12-16)	
F 24 Sep	<i>No meetings on Fridays</i>	Chill out and let your hair down.
M 27 Sep	Lecture: New Economies (Technology, Production, and Labor)	Read: WW 483-93
W 29 Sep	Discuss Primary Sources: Responses to the Industrial Revolution	MVL: Industrial Revolution, Part 2 DP: Industrial Revolution [PS 17.1 (a, b), 17.2, 17.7 - Sadler, Engels, Leech cartoon]
F 01 Oct	<i>No meetings on Fridays</i>	Read: WW 512-33
M 04 Oct	Lecture: European Paternalism and Starvation in India	MVLs: Second Wave Imperialism, 1 & 2 + Video (see link); Read WW 617-22
W 06 Oct	Lecture: Qing China in Decline	Read: WW 543-57
F 08 Oct	<i>No meetings on Fridays</i>	View Davidson video on Africa
M 11 Oct	RM: decolonization (textbook?)	Read: WW 543-57 (content?)
W 13 Oct	Discuss Primary Sources: India & China Perspectives on Western Civilization	DP: Compare/contrast Indian & China Perspectives on “civilization”
F 15 Oct	<i>No meetings on Fridays.</i> Dr. Morgan is offering review for Exam 2.	MVL: China in Crisis, Japan on the Rise Read: WW 557-65; PS 19.1, 19.2, 19.3
M 18 OctΦ	Lecture: Nationalism and the Great War	Quiz 3 (by 8:30 am) Read: WW 474-7, 571-84
W 20 Oct	Exam 2 [Chapters 17-20 (WWI)]	
F 22 Oct	Fall Break	MVLs: Nationalism & War, 1 & 2
Module 3	<i>The Most Recent Century, 1914-2012</i>	<i>Ways of the World, Chs.20-23</i>
M 25 Oct	Lecture: Memory & Social Psychology	Read: Dorgelès, Zweig (attached in Canvas)
W 27 Oct	Discuss Primary Sources, inter-war years	DP: Hitler, Linke, Hamilton (pdf in Canvas)
F 29 Oct	<i>No meetings on Fridays</i>	Read WW 584-8, 593-7; View MVLs: WWII, Part 1 (Europe)
M 1 Nov	Lecture: Anti-Semitism, Zionism, Holocaust	DP: Describe, analyze, and explain the historical value or cultural significance of one of the assigned artifacts from the BBC’s “History of the World in 100 Objects” Read primary sources: Graebe, Hess, Pfeffer (attached in Canvas)
W 3 Nov	Lecture: Israel & Middle East Conflict	Read WW 577-8, 596, 630, 673
F 5 Nov	<i>No meetings on Fridays</i>	MVL: Japanese expansionism & WWII (Asia)

Syllabus for HIST 131.W2/W3 – Dr. Ron Morgan (Fall 2021)

		Read WW 589-97
M 8 NovΦ	Revolution & Socialism in Russia	Quiz 4 (Mon. 8:30 a.m.); Read WW 498-501, 578-81
W 10 Nov	Lecture: Revolution/Socialism in China	Extra Credit DP: Russian Revolutionary Plate (Brit. Museum); Read WW 597-600, 606-10
F 12 Nov	<i>No meetings on Fridays</i>	Read WW 603-6; 610-32; MVL on Global Cold War, Pts.1 & 2
M 15 Nov	Lecture: Cold War: Revolution & Counter-Revolution in Latin America	Read WW 501-7
W 17 Nov	Primary Sources: Revolution in Latin America	DP: CW in Latin America (in Canvas)
F 19 Nov	<i>No meetings on Fridays</i>	Read WW 625-32 (end of Cold War)
M 22 NovΦ	Lecture TBA	Quiz 5 (Mon. 8:30 a.m.); Read TBA
W 24 Nov	Thanksgiving Break (no return to campus)	
F 26 Nov	Thanksgiving Break	
M 29 Nov	Pakistan, Turkey, Iran; Political Islam	Read WW 551-7, 617-25, 676-85
W 1 Dec	Primary Sources: Islam & Modernity	DP: Compare historical perspectives on Islam and the Political State from early 20 th
F 3 Dec	Review for Final Exam (optional)	
Finals Week 131.02 131.03	Final Exam Wednesday, Dec. 8: 12:00-1:45 p.m. Tuesday, Dec. 7: 2:00-3:45 p.m.	

Teaching/Learning Methods and Format of Class Sessions

Studies of teaching and learning consistently show that students learn best, and most deeply, when they are active agents in their own education. In historical studies, active learners must directly engage primary sources and artifacts, seeking to interpret them within their original historical contexts. Thus, the aim of all course activity is to equip student learners with tools and skills so they can make meaning of the human past.

In this course, students will participate in the following learning activities:

- textbook readings and additional supplements;
- Morgan lectures (live via Zoom and in short mp4 files) & audio podcasts from the BBC;
- written analysis of primary sources, followed by live discussions via Zoom
- short answer quizzes over lectures and readings;
- occasional film representations of historical moments.

Student Learning Outcomes & Measures: Humanities Menu

Competency	Measurement
<i>Students will successfully</i>	<i>... through the following exercises.</i>
<i>A2: Listen to, understand, and critically evaluate rhetorical claims.</i>	Through a series of discussion posts , students demonstrate critical readings of a variety of primary

	sources, critically evaluating rhetorical claims in light of other sources and the historical context.
<i>C2: Analyze quantitative data, published writing, or observable phenomena to draw informed conclusions.</i>	In Worksheet format , students examine data from the Transatlantic Slave Trade: locate specific data; account for changing quantitative patterns over time; explain the limitations of such data for illuminating human experience of the Atlantic Slave trade.
<i>B1: Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations.</i>	In weekly discussion posts or exam essay format , students account for the historical and cultural experiences of diverse populations around the globe. • Compare/contrast Indian and Chinese responses to Western imperialism around 1900. • Compare/contrast approaches to the relationship between Islam and the political state in early 20th century Turkey, Egypt, and Pakistan.

Student Learning Outcomes & Measures: Cultural Literacy Menu

Competency	Measurement
<i>Students will successfully</i>	<i>... through the following exercises.</i>
<i>B1 Demonstrate how social and historical contexts shape a community's worldview or cultural commitments.</i>	In exam essay format , students will explain how social and historical contexts shaped the willing enthusiasm for Europeans to embark on war in 1914 OR energized the German people to follow Hitler into war in 1939.
<i>B2 Evaluate appreciatively the music, ritual, art, theatre, or religious expression of a different culture.</i>	Student discussion posts will require description, contextual analysis, and significance of one of the material artifacts featured in the BBC's "History of the World in 100 Objects."
<i>B3 Require students to read/listen/view content created by one or more persons whose work connects social inequality with personal experience.</i>	In discussion posts , students analyze a primary historical source (e.g., <i>The Interesting Narrative of the Life of Olaudah Equiano</i>) for how the experience of social inequality or oppression shaped the narrator's viewpoint and discourse.

Demonstrating Student Learning Outcomes (i.e., Making the Grade)

See my policy for late completion of assignments under the Modules link "General Resources: Assignments, Zoom link for Office Hours, etc." [I will not deviate from that policy.]

A student's *final grade* reflects his/her innate intellectual abilities, skill development, mastery of subject matter, and work ethic. In this course, final letter grade is calculated based on the following scale: A=90-100, B=80-89.99, C=72-79.99, D=65-71.9; an F reflects a course average below 65%. **Let me say this now:** *Don't email me at the end of the semester to say, "Dr. Morgan, I really need a B but my average is 79.28. Is there any way you can ...?" Or, "Dr. Morgan, what can I do to raise my 79.28 to an 80%?" I simply will delete that email. **Instead, I am telling you now:** complete your assignments during the semester; take advantage of extra credit opportunities when I offer them; speak out in class, etc. During the semester is the time to raise the grade, not after the course is complete.*

A. Discussion Posts over Primary Sources (16%). All posts are due in Canvas by 8:30 a.m. on Wednesdays, at which time the space will close. The response space in Canvas will open on Sunday

Syllabus for HIST 131.W2/W3 – Dr. Ron Morgan (Fall 2021)

(5 p.m.) three days prior. Your score will be based on completion (i.e., posting each assignment) *and* quality. Dr. Morgan drops the lowest score.

B. Classroom Participation (10%). Professor Morgan will base this score on his evaluation of the following: the student's frequency of attendance and verbal contributions to classroom discussions.

C. Online Quizzes (16%). Take the quiz in Canvas; the quiz space will open Fridays at 8 a.m. and close the following Monday at 8:30 a.m. The lowest score will be dropped. There is a study guide for each quiz (see Canvas). Dr. Morgan drops the lowest score. All audio podcasts can be found in Modules, but also online at: <http://www.bbc.co.uk/programmes/b00nrtf5>

D. Two mid-term examinations (3x18% = 36%). These major exams will consist of one written essay.

E. Final exam (22%). Similar to the previous two, but more comprehensive: in addition to the essay, there will be short answer questions over topics covered in class between Monday, Nov. 22 and Friday, Dec. 3.