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## Course Syllabus

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# WOH2001: World Civilization; Section RVBB

Summer B 2020

Department of History



**Instructor:** Dr. Josué Rey

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**Office Hours:** By appointment

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(<http://www.josuerey.com>) (<http://www.josuerey.com>)

To keep pace with my thoughts on history, follow me on [Youtube](https://www.youtube.com/channel/UCtiIUZ3TWblunqzFbqD61g) (<https://www.youtube.com/channel/UCtiIUZ3TWblunqzFbqD61g>).

## General Information

### Course Description and Purpose

This is not a course on the entire history of the world but one on global trends that have knitted the world together as well as regional trends that have facilitated or challenged greater global integration. During the semester we will look at developments in Asia, Africa, Europe and the Americas. We will examine region specific developments but also global trends and issue that effected and affected these various regions.

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## Course Objectives and Learning Outcomes

By the end of the semester, you should be able to discuss why certain events and people are important, and have a sense of how history shapes our contemporary world.

### Course Learning Outcomes

After completing this class, students will be able to:

- Course Objective 1 (CO1). Assess key events, central themes, and questions pertaining to World Civilization. (Disciplinary Knowledge)
- Gain experience reading and analyzing written arguments by engaging with a variety of types of sources. (Critical Thinking)
- Learn and apply the techniques of writing an argumentative, thesis-driven and evidence-based paper. (Writing)

### Global Learning Outcomes

This is also a Global Learning Foundations course that counts towards your Global Learning graduation requirement. One of the themes of this course will therefore be the ways that different groups of people interacted over the period covered by the course. Upon successful completion of this course, students will be able to do the following:

- Students will identify how various factors such as trade, migration, innovation and technology, conquest, disease and environmental exchange have given rise to an integrated world economy over the past five hundred plus years. (Global Awareness)
- Students will compare the impact of globalization on different peoples and societies and see how they have addressed the consequences. (Global Perspective)
- Work in teams to investigate and present different perspectives on a problem or controversy related to economic globalization attempt to reach a resolution about it. (Global Engagement)

### Humanities Learning Outcomes

Finally, this is a Humanities Tier 2 course that counts towards your University Core Curriculum requirement. UCC Humanities courses teach the following skills:

- Critical thinking, interpretation of information from a variety of sources, and cultural literacy.
- Competence in reflecting critically upon the human condition, as it was and as it was understood through history, and how it has changed through time.

In order to meet these requirements, you must achieve a grade of C or better!

## Important Information

Before starting this course, please review the following pages:

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- [Policies](#)
- [Netiquette \(https://online.fiu.edu/html/canvas/policies/\)](https://online.fiu.edu/html/canvas/policies/)
- [Technical Requirements and Skills](#)
- [Accessibility and Accommodation](#)
- [Academic Misconduct Statement](#)
- [Panthers Care & Counseling and Psychological Services \(CAPS\)](#)

## Course Prerequisites

There are no prerequisites for this course.

## Textbook and Course Materials

No textbook is required for this course. Instead, students will examine a variety of primary sources presenting the diverse perspectives of people who lived through the events under discussion. These readings are available on Canvas in the weekly modules. Students are required to read and critically analyze them to pass the class.

For example during the first week students will analyze the origin myths of the Quiché Indian (Central America), sections from the *Rig Veda* (India), Book of Genesis (Mediterranean), and Creation Epic (Mesopotamia). During the second week students will explore political ideas of death, family, love, and war from the Qin Dynasty (*Legalist Teachings*), Han Dynasty (*A Woman in Power: Empress Lu*), the Mongol Empire (*A Mongol Governor*), Roman Empire (Cicero *On the Laws*), and Mesopotamia (*Epic of Gilgamesh*). Readings like the ones highlighted above will help students demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems.

## Expectations of this Course

This is an online course, meaning that most of the course work will be conducted online. Expectations for performance in an online course are the same as for a traditional course; in fact, online courses require a degree of self-motivation, self-discipline, and technology skills that can make them more demanding for some students.

### Students are expected to:

- **review the how to get started information** located in the course content;
- **introduce yourself to the class** during the first week by posting a self-introduction in the appropriate discussion forum;
- **take the practice quiz** to ensure that your computer is compatible with Blackboard;
- **interact** online with instructor and peers;
- **review** and follow the course calendar.

## Course Communication

Communication in this course will take place via inbox.

Messages are a private and secure text-based communication that occurs within a Course and among Course members. Users must log on to Canvas to send/receive/read messages. The Inbox tool is located on the left side Course Menu. It is recommended that students check their messages routinely to ensure up-to-date communication.

## Quizzes

In order to mitigate any issues with your computer and online assessments, it is very important that you take the [Practice Quiz](#) from each computer you will be using to take your graded quizzes and exams. For quiz duration, grading criteria and feedback response time, please review the [important information about quizzes](#) page.

Please note assessments in this course are not compatible with mobile devices and should not be taken through a mobile phone or tablet. If you need further assistance please contact [FIU Online Support Services \(http://online.fiu.edu/supportservices\)](#).

- There will be a total of 5 quizzes based on the required readings for each week (see course schedule for due dates of the quizzes and weekly folders for uploaded readings).
- The value of each quiz is 10 points. 10 points times 5 is 50 points, so the quizzes count as 50% of your total grade. Take these quizzes seriously.
- Each quiz will have a total of 5 questions. Students will have 50 minutes to complete each quiz. (NOTE: every quiz will have also one extra credit question worth 2 points). This gives a student 10 minutes per each question (not including the extra credit question).
- Each quiz will be due on Friday by 11:55 pm (see the course schedule for specific due dates).
- Before you take a quiz, make certain you have read all the required readings. I will not quiz students on all the readings. However, students never know which readings I will quiz them on.
- While taking the quizzes, students should have access to all the readings.
- The quizzes evaluate a student's reading comprehension and his/her ability to analysis the documents. Grades for quizzes will be posted one week after the due date.

## Primary Source Analysis (PSA)

Each student must complete a total of 3 primary source analyses for the entire semester. The primary sources students analyze CAN be the primary sources I require you to read in the weekly modules. If students desire to examine other primary sources, please visit these primary source digital archives

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on my website (<http://www.josuerey.com/#!/digitalarchives/cee5>).



## Guidelines for Primary Analyses

The primary source analyses (PSA) should be at least 200-300 words (that is, roughly 1/2-1 page if you have 1" margins, 12 font, Times New Roman, and double-spaced). Each student must complete 3 primary source analyses. I allow students to upload only one primary source analysis per week.

### What do you do in a primary source analysis?

Glad you asked. Each primary source analysis should explain to the reader for example:

- 1) Who was the author[s], date and/or origins of the primary source?
- 2) To whom was document directed?
- 3) What was the main idea and/or argument of the primary source?
- 4) What was its political, religious, and/or social message?
- 5) How does it relate to the era it originated or what does it teach us about the society where it originated?

Unclear what a primary source is? Watch my video below:

<https://www.youtube.com/watch?v=qXoJN4Eycil&t=5s> (<https://www.youtube.com/watch?v=qXoJN4Eycil&t=5s>)

## Weekly Critical Reflections (WCR)

The weekly critical reflections will consist of an original post that addresses one or more of the questions in the corresponding thread. Each student should enter one critical reflection for each week. The critical reflections will mirror the specific topics for the week they are due. **Critical reflections will take into account the various readings, lectures, and documentaries in the corresponding weekly module.** Each critical reflection should be 300-600 words in total.

In addition, to fulfill the active and collaborative objectives of the class, students will be required to response to at least two classmates' critical reflections. Responses must be analytical. This means students will not earn credit for simply agreeing or disagreeing. **All students must explain their intellectual position to another students' critical reflection based on evidence from the diverse readings, lectures, and documentaries.** Each response must be 300-600 words.

## Weekly Critical Reflection Expectations

- Please remember that critical reflections are public. All students should carefully consider what

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they will post. If you need to send a private message to an instructor or student, use email. The instructor will review discussion forums and reply to students as needed.



- The approximate length for critical reflections are 300 to 600 words.
- Always keep copies of all your critical reflections for your personal records.
- Critical reflections will be based on readings, primary documents, lectures and documentaries uploaded into the corresponding weekly module.
- Students will have access to critical reflections until the closing date. No late submissions will be allowed.
- Critical reflections will be evaluated on the creativity of analysis of weekly readings and lectures as well as on students demonstrating comprehension of the lessons for that week.

## Weekly Critical Reflection Rubric

### Analysis

- Student applies relevant information from readings, documentaries and lectures in a thoughtful manner and provides valuable insight into the topic. **100%**
- Student applies relevant information from readings, documentaries and lectures. Thought and analysis are present, but lack depth or detail. Reflection is more descriptive than analytical. **80%**
- Student discusses information from readings, documentaries and/or lectures (but do not reference at least two of the key terms). Reflection lacks depth and detail about topic. Student draws unclear connections to topic evidenced in minimal expression of opinions or ideas **50%**
- Student addresses some of the elements of the question, and demonstrates a basic knowledge of the topic. However, student's post demonstrates an incomplete analysis and description of the discussion question. Student does not address the readings and no reference is made to the key terms. **10%**

### Content Knowledge

- Student thoroughly addresses all elements of the question(s), and demonstrates an advanced knowledge of the topic. Student makes strong and precise connections to previous and/or current course content in reflection. **100%**
- Student addresses all elements of the question(s), and demonstrates distinguished knowledge of the topic. Student relates content in initial post to course content though the connection lacks depth. Student references less than two key terms. **80%**
- Student addresses some of the elements of the question(s) and the reflection demonstrates basic knowledge of the topic. However, student's reflection is off topic or student did not totally draw the connections between the evidence. Student references less than two key terms. **60%**
- Student fails to demonstrate knowledge of readings and/or demonstrates a below average understanding of the weeks themes. Student does not relate the course content. Student refers to none of the key terms. **40%**
- Student's reflection is off topic and/or short in length. Student demonstrates no comprehension of

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readings, documentaries and/or lectures. **10%**



## Analytical Essay

Write a 1200-1500 word analytical essay telling the story of world civilization, from the beginning of humanity until the 20th century, from a student's perspective. In this student interpretation of world civilization, the goal is to discover a common theme that connects the different historical periods and civilizations discussed in the various readings and documentaries. Students must have supporting evidence from the primary document readings (that is, use the primary documents to support your thesis statement and to provide proof for individual perspectives). Use only the primary documents I uploaded in the weekly reading folders 1-5 as the sources for your essay. **You are not required to do extra research.** In fact, I strongly recommend you do not do extra research. **(I require all students to write their essays in Times New Roman, 12 font, 1" margins on right, left, top and bottom. If you follow these directions, you will have an essay that is 4-5 pages).** The essay will be 20% of your total grade.

### Essay Rubric

- The essay states in the introduction the **five or more primary documents** the student will use to prove his thesis. 5pts.
- The essay has a clear thesis statement in the introduction. 10pts.
- Historical examples in essay relate to the historical period under investigation. 5pts
- The essay provides critical analysis of five primary documents in the body of the essay. 10pts
- Student articulates main ideas well with minimal typos. 10pts
- The essay reflects comprehension of appropriate historical terminology and chronology. 5pts
- Essay draws connections with specific dates, historical characters and places instead of just generalizing without concrete examples. 10pts
- The thesis proposed in the introduction is followed through the entirety of the essay. 10pts
- The essay has a conclusion. 5pts
- The essay has an introduction with clear topic. 5pts
- The essay is divided into paragraphs (with specific paragraph main ideas or topic sentences that function as sub-main ideas to prove thesis statement with individual primary sources). 10pts
- The analysis in the essay goes beyond what is obvious in the text and lectures. 10pts
- The essay has a title. 5pts
- The essay is 1200 words or more. 10pts
- The essay is free of grammatical mistakes like punctuation, spelling errors, misuse of words, run-on and/or fragment sentences. 10pts.
- The essay is plagiarized. -100pts

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## History in the Present Exercise (community learning co-curricular activity)



To enhance your ability to apply historical materials and perspectives beyond the course, students are required to complete one co-curricular activity. You can do either one of the three activities below.

1. Attend a public talk on a historical topic on campus or in your community. Then draw connections with the past. Write a one-page reflection about how the talk relates to the primary sources, secondary sources, lectures and/or the topics and arguments presented in the class.
2. Attend a public talk on a contemporary topic on campus or in your community. Then draw connections with the past. Write a one-page reflection on how the public talk relates to the primary sources, secondary sources, lectures and/or the topics and arguments presented in the class.
3. Select a news article from a news journal or newspaper (*NYT*, *The Nation*, *National Review*, *Washington Post*, *Miami Herald*, etc.). It must have been published in the past five years. The article can relate to a cultural, gender, economic, racial, religious and/or social issue. Then draw connections with the past. Write a one-page reflection on how the news article relates to the primary sources, secondary sources, lectures and/or the topics and arguments presented in the class.

## Participation and Active Learning

The participation grade is determined completely at the discretion of the professor. It will reflect attendance by student demonstrating attentive and thorough completion of assignments and clear comprehension of the connections between diverse and dissimilar sources as well as primary and secondary evidence. Consistently submitting work last minute, not completing readings, or sloppy reading reflected in lack of comprehension and consistent poor quiz scores, not following directions, missing deadlines, not communicating proactively with instructor will negatively affect this grade.

## Tutoring and Writing Assistance

*Writing in History Program* provides assistance with papers and other written assignments, offering online and in-person tutoring appointments. Tutors have specialized knowledge of writing for History classes. For more info: [history.fiu.edu/tutoring](http://history.fiu.edu/tutoring).

## Assignments

For assignment availability, detailed instructions, grading criteria and feedback response time, please review the [important information about assignments](#) page.

## Grading

Grading Table

Course Requirements	Number of Items	Points for Each	Total Points Available	Weight
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Course Requirements	Number of Items	Points for Each	Total Points Available	Weight
Quizzes	5	6	30	30%
Primary Source Analysis	3	5	15	15%
Weekly Critical Reflections	4	5	20	20%
Analytical Essay	1	20	20	20%
History in the Present Reflection	1	10	10	10%
Participation and Active Learning			5	5%
<b>Total</b>	<b>14</b>	<b>N/A</b>	<b>100</b>	<b>100%</b>

Letter Range Table

Letter	Range%	Letter	Range%	Letter	Range%
A	Above 93	B	84 - 86	C	70 - 76
A-	91 - 92	B-	81 - 83	D	60 - 69
B+	87 - 90	B+	77 - 80	F	59 or less

All assignments and readings are provided within the modules.

## Course Summary:

Date	Details	
Fri Jun 26, 2020	 <a href="https://fiu.instructure.com/courses/71384/assignments/871185">Introduce Yourself</a> <a href="https://fiu.instructure.com/courses/71384/assignments/871185">https://fiu.instructure.com/courses/71384/assignments/871185</a>	due by 11:55pm
	 <a href="https://fiu.instructure.com/courses/71384/assignments/871179">Quiz 1</a> ( <a href="https://fiu.instructure.com/courses/71384/assignments/871179">https://fiu.instructure.com/courses/71384/assignments/871179</a> )	due by 11:55pm
Fri Jul 3, 2020	 <a href="https://fiu.instructure.com/courses/71384/assignments/871180">Weekly Critical Reflection 1</a> <a href="https://fiu.instructure.com/courses/71384/assignments/871180">https://fiu.instructure.com/courses/71384/assignments/871180</a>	due by 11:55pm
	 <a href="https://fiu.instructure.com/courses/71384/assignments/871187">Primary Source Analysis 1</a> <a href="https://fiu.instructure.com/courses/71384/assignments/871187">https://fiu.instructure.com/courses/71384/assignments/871187</a>	due by 11:59pm

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Date	Details	
Fri Jul 10, 2020	 <a href="https://fiu.instructure.com/courses/71384/assignments/871177">Quiz 2 (https://fiu.instructure.com/courses/71384/assignments/871177)</a>	due by 11:55pm
Fri Jul 10, 2020	 <a href="https://fiu.instructure.com/courses/71384/assignments/871181">Weekly Critical Reflection 2 (https://fiu.instructure.com/courses/71384/assignments/871181)</a>	due by 11:55pm
Fri Jul 10, 2020	 <a href="https://fiu.instructure.com/courses/71384/assignments/871188">Primary Source Analysis 2 (https://fiu.instructure.com/courses/71384/assignments/871188)</a>	due by 11:59pm
Fri Jul 17, 2020	 <a href="https://fiu.instructure.com/courses/71384/assignments/871178">Quiz 3 (https://fiu.instructure.com/courses/71384/assignments/871178)</a>	due by 11:55pm
Fri Jul 17, 2020	 <a href="https://fiu.instructure.com/courses/71384/assignments/871182">Weekly Critical Reflection 3 (https://fiu.instructure.com/courses/71384/assignments/871182)</a>	due by 11:55pm
Fri Jul 17, 2020	 <a href="https://fiu.instructure.com/courses/71384/assignments/871189">Primary Source Analysis 3 (https://fiu.instructure.com/courses/71384/assignments/871189)</a>	due by 11:59pm
Fri Jul 24, 2020	 <a href="https://fiu.instructure.com/courses/71384/assignments/871183">Weekly Critical Reflection 4 (https://fiu.instructure.com/courses/71384/assignments/871183)</a>	due by 11:55pm
Fri Jul 24, 2020	 <a href="https://fiu.instructure.com/courses/71384/assignments/871174">Quiz 4 (https://fiu.instructure.com/courses/71384/assignments/871174)</a>	due by 11:59pm
Sat Jul 25, 2020	 <a href="https://fiu.instructure.com/courses/71384/assignments/871186">Analytical Essay (https://fiu.instructure.com/courses/71384/assignments/871186)</a> (1 student)	due by 11:59pm
Sat Jul 25, 2020	 <a href="https://fiu.instructure.com/courses/71384/assignments/871186">Analytical Essay (https://fiu.instructure.com/courses/71384/assignments/871186)</a>	due by 11:59pm
Fri Jul 31, 2020	 <a href="https://fiu.instructure.com/courses/71384/assignments/871175">Extra Credit Quiz (https://fiu.instructure.com/courses/71384/assignments/871175)</a>	due by 11:59pm



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Date	Details	
Sun Aug 2, 2020	 <a href="https://fiu.instructure.com/courses/71384/assignments/871184">History in the Present Reflection</a> ( <a href="https://fiu.instructure.com/courses/71384/assignments/871184">https://fiu.instructure.com/courses/71384/assignments/871184</a> )	due by 11:59pm
	 <a href="https://fiu.instructure.com/courses/71384/assignments/871176">Quiz 5</a> ( <a href="https://fiu.instructure.com/courses/71384/assignments/871176">https://fiu.instructure.com/courses/71384/assignments/871176</a> )	due by 11:59pm
	 <a href="https://fiu.instructure.com/courses/71384/assignments/871188">Primary Source Analysis 2</a> ( <a href="https://fiu.instructure.com/courses/71384/assignments/871188">https://fiu.instructure.com/courses/71384/assignments/871188</a> ) (1 student)	due by 11:59pm
	 <a href="https://fiu.instructure.com/courses/71384/assignments/877186">Participation and Active Learning</a> ( <a href="https://fiu.instructure.com/courses/71384/assignments/877186">https://fiu.instructure.com/courses/71384/assignments/877186</a> )	

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