I. Course Description and Goals

Q: “What is this course about?”

At first glance, the prospect of a course about the last five centuries of world history may seem absurd. How could any class offer coverage of five hundred years? What would “coverage” even mean in this context? What or whom would the class include and exclude? Rather than brush such questions aside, this class puts them front and center in a wide-ranging, eclectic exploration of the world’s history since 1500.

How do historians construct arguments about the world’s past? How are historical narratives influenced by institutions, states, ideologies, or discourses? As students contemplate these larger questions about the historian’s craft, they will have ample opportunity to bolster their literacy in world history as taught in colleges and universities in the contemporary United States. By the end of the term, students will ideally have developed a more critical perspective on the different ways in which historians and scholars in other fields define, analyze, and explain modern global history. This critical perspective can enable students to participate more effectively in debates not only about history but also about the present and the future.

Q: “What are the goals of this course?”

Students who succeed in this course will gain an introductory-level grounding in the following areas of historical inquiry:

- Analysis of primary and secondary sources.
- The study of historical narratives and paradigms.
- Major events, issues, and concepts in modern world history such as the Columbian Exchange, Industrial Revolution, empire, nationalism, ecological change, contingency, and the Anthropocene.
- Debates concerning the origins of differences in power and wealth among contemporary societies.
Global dimensions of topics in Wisconsin history.

II. Required Assignments

Q: “What are the required writing assignments and exams for this course and how are they weighted?”

<table>
<thead>
<tr>
<th>Assignment Type</th>
<th>Weightage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Blog Posts</td>
<td>40%</td>
</tr>
<tr>
<td>Minimum Required: 2 Posts Per Unit for a Total of 6 Posts</td>
<td></td>
</tr>
<tr>
<td>Each post must contain a minimum of 700 words (Total: 4,200 words)</td>
<td></td>
</tr>
<tr>
<td>Exam 1</td>
<td>10%</td>
</tr>
<tr>
<td>Quiz Component</td>
<td></td>
</tr>
<tr>
<td>Essay Component--250 word minimum</td>
<td></td>
</tr>
<tr>
<td>Exam 2</td>
<td>20%</td>
</tr>
<tr>
<td>Quiz Component</td>
<td></td>
</tr>
<tr>
<td>Essay Component--250 word minimum</td>
<td></td>
</tr>
<tr>
<td>Exam 3</td>
<td>30%</td>
</tr>
<tr>
<td>Quiz Component</td>
<td></td>
</tr>
<tr>
<td>Essay Component--250 word minimum</td>
<td></td>
</tr>
<tr>
<td>Final Grade</td>
<td>100%</td>
</tr>
</tbody>
</table>

Q: “How do I learn about due dates for assignments?”

For overviews of assignments and deadlines in the course, see “Schedule/Due Dates” and “Overview of Reading Assignments,” below. Detailed instructions for student blog posts and exams can be found on the course web site.

III. Required Materials

Q: “What are the required materials for this course?”

Required materials consist of 1) the required textbook and 2) media that may be accessed via the course web site, including additional readings, the Professor's Blog, and videos.

Required Book:
Q: "How do I gain access to the required book?"

There are three options for accessing the required book. Regardless of the option you choose, it is crucial that you secure regular access to the required book by the start of the course, as assignments will begin immediately. A lack of access to the readings is not a valid excuse for failing to complete an assignment on time.

Option 1: Check out the required book at the UW-Milwaukee Libraries Reserve Desk.

The required book may be checked out for a 2-hour period from the UW-Milwaukee Libraries Reserve Desk. For more information, visit the web site of the Reserve Desk: [http://www4.uwm.edu/Libraries/reserve/](http://www4.uwm.edu/Libraries/reserve/)

Option 2: Purchase a book at UW-Milwaukee’s Virtual Bookstore.

You can find the web site for the virtual bookstore here: [http://uwm.ecampus.com/](http://uwm.ecampus.com/). Look for our term and course number and follow the instructions. In some cases, it may also be possible to rent the book.

Option 3: Purchase the required book online from a non-university vendor.

You may find the required book for sale online by entering the ISBN number into an Internet search engine. This procedure will produce a list of businesses that sell the book. Make sure that the seller sends you the correct edition in time for you to complete required assignments.

Q: “What happens if I buy the wrong edition of a book?”

Be careful that you do not purchase the wrong edition of a book. Only the edition of the book identified in the syllabus will enable you to pass this class. If you purchase the wrong book, you will have no choice but to secure access to the correct book.

Q: “What is ‘Guns, Germs & Steel’? How do I gain access to it?”

During the term, students will view a three-part documentary entitled “Guns, Germs & Steel” (PBS/National Geographic) and complete a number of readings available at a web site associated with the same documentary. The documentary is based on a book
by the same title by Jared Diamond. I encourage you to seek out the book and read it in its entirety. For the purposes of this course, however, I require only that you view the documentary and read portions of the related web site, which together provide a good synopsis of Diamond’s argument.

The web site for “Guns, Germs, and Steel” can be found at the following link:  http://www.pbs.org/gunsgermssteel/

You have four options for viewing the documentary. All are equally useful and convey essentially the same information. Choose the option that best fits your preferences and technological capacity:

1) The course D2L web site has links that enable you to view each episode of the documentary as a “flash video,” which requires a program called “Adobe Flash Player.” This is the easiest and probably most enjoyable way to experience the documentary, but it will likely work well only if you have a wired (in contrast to a wireless), high-speed Internet connection. Adobe Flash Player may be downloaded to your computer for free at the following link: http://get.adobe.com/flashplayer/

2) You may also wish to view the documentary on YouTube. Each of the three episodes has been divided into 6 parts, for a total of 18 parts. At the current writing, you will find the first of the 18 parts at the following link: http://www.youtube.com/user/bfq3000.

If this link does not work, search by title in YouTube.

3) The “Guns, Germs & Steel” web site offers a transcript of each of the three episodes. Although reading a transcript is not as entertaining as watching the actual episode, the transcripts contain all the information necessary for this course.

4) If you have access to Netflix, “Guns, Germs & Steel” is available to most subscribers.

IV. Grading Scale and Assessment

Q: “What is the grading scale? Are grades curved?”

A: 93-100  C: 73-76
A-: 90-92  C-: 70-72
B+: 87-89  D+: 67-69
B: 83-86  D: 63-66
B-: 80-82  D-: 60-62
C+: 77-79  F: 0-61
I do not curve the grades for the course. I retain the right, in cases of significant improvement over time, to weight a student's later work more heavily than the student's earlier work.

**Q: "How do you assess and grade students' written work?"**

When assessing and grading students' written work, I consider a rubric that may include the following criteria:

- Argument
- Analysis
- Writing
- Sources
- Keywords
- Location in Time and Space
- Hits
- Documentation
- Originality

Argument, Analysis, Writing, Sources, Keywords, and Location in Time and Space, and Hits receive an evaluation as follows:

- Check Plus—Exceeds requirements for the assignment.
- Check—Meets requirements for the assignment.
- Check Minus—Does not meet requirements for the assignment.

Documentation receives an evaluation as follows:

- Check—Meets requirements for the assignment.
- Check Minus—Does not meet requirements for the assignment.
- 0—Did Not Attempt or Failure.

Originality receives an evaluation as follows:

- Satisfactory
- Needs Improvement
- Plagiarism

For a detailed discussion of the criteria listed above, visit "Assessment and Grading of Students' Written Work," located in the Professor's Blog.

**V. Technology**

**Q: “What technology is required for this course?”**
Students should ensure that they have access to a computer with a wired, high-speed Internet connection and an Internet browser that meets the requirements of D2L, which are spelled out on D2L's welcome page. A wireless connection can also be used. But beware! It may be more difficult to use certain aspects of the D2L web site via a wireless connection, especially if the connection is weak or unreliable. I always recommend that students take quizzes on a computer with a wired connection, as any interruption can result in loss of work. If students do not have a wired connection at home, they may use any computer in a UW-Milwaukee campus computer lab or visit a public library.

In addition, students must have access to the following:

- Word. (Word is available at no additional charge to all enrolled UW-Milwaukee students via Office 365.)
- Adobe Acrobat Reader and Adobe Flash Player. (Both programs can be downloaded for free at the Adobe web site.)
- A speaker connected to a computer.

It is imperative that students have regular access to adequate, reliable, technology throughout the term. A computer glitch, lost file, interrupted wireless connection, or any other technical problem cannot serve as an excuse for failure to complete an assignment on time.

Q: “Where do I go for help for the course web site (D2L) or other technology questions?”

After you log into D2L, you will find a "help panel" on the right side of screen, which includes a series of links that can offer solutions to specific problems.

You can also consult UW-Milwaukee's Campus IT Support ("Help Desk"): https://www4.uwm.edu/technology/help/campus/index.cfm

Q: “What will I find on the course web site?”

The specific tools in D2L that I use vary from course to course and may include the following: Course Home, News, Content, Student Blogs, Quizzes, Grades, Dropbox, and Surveys.

- The Course Home is the page that welcomes you after you have logged into D2L and selected the link that corresponds with this course. This home page offers access to each of the areas described below.

- The News section is where I put course announcements and reminders.

- The Content section is where I put crucial documents for the course, including this syllabus, the Professor's Blog, assignments, and some of the readings.
• In courses with an online blog (discussion) component, you can find the relevant forums and topics under Student Blogs.

• The Quizzes section is where I post any required quizzes.

• The Grades section is where I will post your grades for the course. You will be able to access this section to see your grades throughout the term. Feedback may also be found here in the form of a rubric or comments.

• The Dropbox section is where you upload writing assignments for the course. This section is also where students can find feedback on their writing, which may be found in the form of a rubric or comments.

• The Surveys section is where I may post the student course evaluation and any other surveys.

Q: “When is D2L not available to me?”

Please note that D2L may sometimes be unavailable or operate more slowly than usual due to regular maintenance during the following times: Thursdays, 5 a.m.-7 a.m., and Saturdays, 2 a.m.-5 a.m.

Sometimes, D2L is taken down for scheduled maintenance. You can find information about any upcoming "outages" at the welcome screen that greets you after you log into D2L.

Q: “How often do I need to log in to D2L?”

You should expect to check the course web site at least once per day to stay informed about any announcements, additions to the course web site, posts to the Professor’s Blog, and the like. If religious observance prevents you from checking the web site on any given day, please inform me at smia@uwm.edu.

Q: “What e-mail account should I use for communication with the professor?”

All course-related e-mail communication should be conducted using UW-Milwaukee e-mail addresses. Your UW-Milwaukee e-mail address is your ePanther ID + @uwm.edu. Example: smia@uwm.edu

If you have enrolled as a UW-Milwaukee student, you should already have a UW-Milwaukee e-mail address. Students who are new to UW-Milwaukee receive an ePanther ID and a corresponding UW-Milwaukee e-mail address when they enroll in the course. I understand that it can be a pain to switch to a UW-Milwaukee e-mail account if you are not accustomed to using that account, especially if you are using the account only for the purposes of this course. Nevertheless, for technical reasons, I am only able to send messages and announcements to your UW-Milwaukee e-mail account. The
good news is that you can easily forward e-mail received by your UW-Milwaukee account to your regular e-mail account if you wish. Consult the UW-Milwaukee Campus IT Support (Help Desk) for assistance: [http://www4.uwm.edu/technology/help/campus/](http://www4.uwm.edu/technology/help/campus/)

*Important*: Please put our course number (132, 293, 600, etc.) in the subject line of all your e-mail messages to me. I receive many messages every day. By placing the course number in the subject line, you make it easier for me to locate and respond to your message.

**VI. Course and University Policies**

Q: “What is the course policy on late assignments?”

This course moves very quickly. To discourage students from falling behind, the course places severe limits on the submission of late assignments.

An assignment that is turned in one day late will be subject to a grade reduction of 20%.

An assignment that is turned in two days late will be subject to a grade reduction of 30%.

An assignment that is turned in three or more days late will automatically receive a "0." In other words, any assignment that is not turned in within two days of the original due date will automatically receive a "0."

Q: "What happens if a student fails to complete one or more of the three required exams?"

Failure to complete any of the three exams required for course will result in failure of the course as a whole.

Q: “What are UW-Milwaukee’s policies regarding students with disabilities, religious observances, etc.?”

Please consult the following link for a list of official, university-wide policies: [http://www4.uwm.edu/secu/news_events/upload/Syllabus-Links.pdf](http://www4.uwm.edu/secu/news_events/upload/Syllabus-Links.pdf)

Q: “What are the university and course policies regarding plagiarism and other forms of academic misconduct?"

The University of Wisconsin System defines academic misconduct as follows:

"Academic misconduct is an act in which a student seeks to claim credit for the work or efforts of another without authorization or citation [plagiarism], uses unauthorized materials or fabricated data in any academic exercise, forges or falsifies academic documents or records, intentionally impedes or damages the academic work of others,
engages in conduct aimed at making false representation of a student's academic performance, or assists other students in any of these acts."

Plagiarism is an instance of Academic Misconduct. According to the official policy of the University of Wisconsin System Board of Regents, plagiarism includes:

1. Directly quoting the words of others without using quotation marks or indented format to identify them; or,
2. Using sources of information (published or unpublished) without identifying them; or,
3. Paraphrasing materials or ideas of others without identifying the sources.

The UWM policy concerning plagiarism and other forms of academic misconduct is available here: http://www4.uwm.edu/dos/conduct/academic-misconduct.cfm

It is the policy of this course that academic misconduct, including plagiarism, cheating, and unauthorized sharing of answers to quizzes will result in the failure not only of the assignment in which the misconduct occurs but also of the entire course.

Q. "How much time do I need to devote to this course?"

This is a 3-credit course. In conformance with a mandate from the U.S. Department of Education, students may expect to devote as many as 135 hours to this class during the term in order to achieve the learning goals of this course. Work in this context includes completing the required readings, writing blog posts, and preparing for and taking exams.

VII. Schedule/Due Dates

Note: The information below is subject to change. Always refer to the course web site for official due dates as well as specific instructions for reading assignments, student blog posts, and exams.

Prelude: History, Narrative, and the World before 1500

<table>
<thead>
<tr>
<th>Dates</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/30-6/1</td>
<td>Reading Assignment</td>
</tr>
</tbody>
</table>
Unit 1: Worlds Apart

(5/30-6/13)

<table>
<thead>
<tr>
<th>Dates</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/30-6/5</td>
<td>Reading Assignment</td>
</tr>
<tr>
<td>5/30-6/5</td>
<td>Student Blog Post 1A is due no later than 11:59 p.m. on 6/5.</td>
</tr>
<tr>
<td>6/1-6/8</td>
<td>Student Blog Post 1B is due no later than 11:59 p.m. on 6/8.</td>
</tr>
<tr>
<td>6/10-6/13</td>
<td>Exam 1 (quiz and essay components) will be ready to take by 12 p.m. on the first day of the time slot. Both components must be completed and submitted to the course web site no later than 11:59 p.m. on 6/13.</td>
</tr>
</tbody>
</table>

Unit 2: Worlds Collide

(6/6-6/20)

<table>
<thead>
<tr>
<th>Dates</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>6/6–6/13</td>
<td>Reading Assignment</td>
</tr>
<tr>
<td>6/6–6/13</td>
<td>Student Blog Post 2A is due no later than 11:59 p.m. on 6/13.</td>
</tr>
<tr>
<td>6/9–6/15</td>
<td>Student Blog Post 2B is due no later than 11:59 p.m. on 6/15.</td>
</tr>
<tr>
<td>6/17–6/20</td>
<td>Exam 2 (quiz and essay components) will be ready to take by 12 p.m. on the first day of the time slot. Both components must be completed and submitted to the course web site no later than 11:59 p.m. on 6/20.</td>
</tr>
</tbody>
</table>


Unit 3: One World?

(6/10-6/24)

<table>
<thead>
<tr>
<th>Dates</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>6/10-6/15</td>
<td>Reading Assignment</td>
</tr>
<tr>
<td>6/10-6/15</td>
<td>Student Blog Post 3A is due no later than 11:59 p.m. on 6/15.</td>
</tr>
<tr>
<td>6/12-6/18</td>
<td>Student Blog Post 3B is due no later than 11:59 p.m. on 6/18.</td>
</tr>
<tr>
<td>6/20-6/24</td>
<td>Exam 3 will be ready to take by 12 p.m. on the first day of the time slot. Both components must be completed and submitted to the course web site no later than 11:59 p.m. on 6/24.</td>
</tr>
</tbody>
</table>

VIII. Overview of Reading Assignments

Note: The information presented below is subject to change. Always refer to the course web site for authoritative, up-to-date version of reading assignments.

Reading Assignment for Prelude: History, Narrative, and the World before 1500

1. Syllabus.

2. Professor’s Blog.

Read the entirety of the Professor’s Blog. New posts will be added to “Thinking History” throughout the term.


Read the Preface, Introduction, and Chapter 1.

4. "Variables" [Guns, Germs & Steel" web site (http://www.pbs.org/gunsgermssteel)].

Read the introduction to “Variables” and information related to each individual variable listed under the headings of “Crops,” “Animals,” “Germs,” and “Technology.”


Reading Assignment for Unit 1: Worlds Apart

   Read Chapters 2-3.


3. Professor’s Blog.
   Any new posts to " Thinking History."

Reading Assignment for Unit 2: Worlds Collide

1. Marks, *Origins of the Modern World*
   Read Chapter 4. Review Chapter 3.

2. Readings related to the “Cholula Massacre” (downloadable from course web site)
   The Cholula Massacre is a famous event in the Spanish conquest of Mexico. The massacre took place in October 1519 as the Spanish were making their way from the Caribbean coast toward Tenochtitlán, the capital of the Mexica Empire. These readings may be downloaded as PDFs from the course web site.

3. “Ghosts of Machu Picchu” (NOVA Documentary) (find links on the course web site)

4. Readings and Images Associated with the Tira de Santa Catarina Ixtepeji (Scroll of Santa Catarina Ixtepeji)
   These readings may be accessed via the course web site.

5. Professor’s Blog
   Any new posts to " Thinking History."

Reading Assignment for Unit 3: One World?

1. Marks, *Origins of the Modern World*
   Read Chapters 5-6 & Conclusion.

2. Diamond, “Guns, Germs & Steel” Documentary, Episode 3

http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story.html


5. Jason Antrosio, “Real History versus Guns Germs and Steel by Jared Diamond” (blog post)


6. Profile of Jared Diamond in The Guardian. (“The bestselling biogeographer talks to Oliver Burkeman about dealing with the critics who condemn him as a cultural imperialist.”)

http://www.theguardian.com/books/2014/oct/24/jared-diamond-bestselling-biogeographer-answers-critics

7. Professor’s Blog

Any new posts to "Thinking History."