

Course Syllabus

Course: World Civilization II, 3 credits

Days and Times: Online, Distance Learning

Semester: Spring 2019

Department: Social Science

Instructor: Victor A. Triay

On-campus Office: Snow Hall, 508

WELCOME

I would like to welcome all of you to HIS 122. My name is Victor A. Triay, and it is my pleasure to be your professor for this course.

As I have always done in my courses, I will begin by giving you a brief glimpse into my background and experience. As some of you may know, I was born and raised in Miami, Florida. I graduated from high school in 1984, and subsequently attended Miami-Dade Community College. From there, I went on to the University of Florida, where I received my B.A. in history in 1988. During my undergraduate years I also spent time abroad, studying in Italy and Spain and traveling to other parts of Europe on a few occasions. Upon receiving my bachelor's degree, I taught high school history with the Dade County Public Schools for one year. I then began working on my graduate degrees at Florida State University in Tallahassee, from where I eventually received both my M.A. (1991) and Ph.D. (1995) in history. During my time in Tallahassee I also taught (History and Spanish) and coached football at a local private academy.

I joined the faculty at MxCC in 1992, a few years before completing my Ph.D. Even though I was far from home, receiving a position at Middlesex was "a dream come true" for me, since it was my ambition to become a community college professor ever since I was a student at Miami-Dade. After completing my Ph.D. in 1995, in addition to teaching at Middlesex and starting a family, I devoted a great deal of time to research and writing. As a result, I have published a few books, all dealing with Cuban and Cuban exile history.

After more than twenty-six years at Middlesex, I am as happy and enthusiastic as I was on my first day. Every year, every semester, and every class is a new and exciting experience for me. Therefore, I look forward to working with each of you during the present semester. I know this is going to be a fantastic course.

I sincerely hope you come away from this course a better informed and more enlightened student. Whether you are a recent high school graduate or a returning student, I applaud your decision to enroll in college since the monumental shift we are experiencing in our economy has made a sound educational base an indispensable asset. But, in addition to the practical reasons for receiving an education, there are others. Allowing ourselves to become educated is one of the most exciting opportunities available, for it opens our minds and allows us to experience and enjoy so much of the world that would otherwise be closed to us. At one time, the chance to become educated was limited to very few people. Our society, however, has created mechanisms such as the community college system so that every person could have such an opportunity. So, now that you have the chance, use it to the fullest.

COURSE STRUCTURE

As in all courses, it is imperative that the professor and the students are clear on the requirements and expectations. Please read the following carefully.

1) Weekly readings

On the schedule, you will see the readings you are expected to complete on a week-by-week basis. You are expected to read the assigned chapters thoroughly and to understand them fully.

2) Weekly discussion questions

a. Every Sunday at 11:59 P.M., you will be given a discussion question. You will have until 11:59 P.M. the following Sunday--exactly one week--to complete and post it.

b. It is expected that you will provide answers that are complete and thoughtful. If you include any outside information, make sure it is clearly cited.

c. The discussion questions will be graded on scale of 0 (the lowest) to 10 (the highest).

d. If a response is late, the final score will be penalized one point per day. After three days (Wednesday at 11:59 P.M.), you will receive a zero. Please notify me immediately if you have technological or other issues that prevent you from completing an assignment on time. These situations should be very rare (given that you have an entire week to complete the assignment). PLEASE SEE LATE POLICY BELOW.

e. And, please, use proper English spelling and grammar in your responses and not codes, abbreviations, or language used in instant messaging!

3) Tests

a. The tests will be posted on the dates indicated on the schedule.

b. You may sign on to take the test any time during the week it is posted, but once you open the test, you will have five hours to complete it. When the time is up, or after you have submitted the test, you will not be able to go back to it. You may NOT start a test, close it, and go back to it later.

c. The tests will be made up of multiple choice questions.

d. You may use class materials on the test, but you are strongly advised to study, read, and outline the chapters the weeks they are assigned to ensure success, for the test questions are not easy despite the format. You will also notice the chapters are quite intricate and require careful reading.

e. Tests must be completed individually, i.e., no collaboration.

f. If a test is late, the final grade will be penalized ten points each day it is late. After three days, the test will not be accepted and you will receive a zero. Please notify me immediately if you have technological or other issues that prevent you from completing the test on time. These situations should be rare (given that you have a full week). PLEASE SEE LATE POLICY BELOW.

5) Final evaluation

The tests will count for 60 percent of your final grade. The average of your discussions will account for the remaining 40 percent.

Final Averages/Letter Grades:

A: 93-100

A-: 90-92

B+: 87-89

B: 83-86

B-: 80-82

C+: 77-79

C: 73-76

C-: 70-72

D+: 67-69

D: 63-66

D-: 60-62

F: 0-59

LATE POLICY (EXTREMELY IMPORTANT!!!)

In recent semesters, I have had more than a few problems with late and missing work from students. Please be aware of the course's late policy outlined below. READ IT CAREFULLY.

Discussion Questions:

1. As stated above, discussion questions are released on Sunday nights at 11:59 PM and due by the following Sunday at 11:59 PM. If the answer is one day late, you will

- be penalized one point; if it is two days late, two points; three days late, three points—NO MATTER THE REASON. After three days, it will become a ZERO.
2. If you cannot turn your answer in within the three-day late window (Wednesday at 11:59 PM) because of circumstances you cannot control (illness, illness of a family member, computer problems, etc.), **you must nevertheless contact me *within* the three-day window—that is, by the Wednesday after the due date—if you wish to seek an extension. In order for me to grant an extension you must have an excusable reason (illness, etc.) and DOCUMENTATION to back it up.**

You may contact me through Blackboard to request an extension. **If you are unable to do any of the above due to illness, etc., you may do so through a third party (spouse, family member, friend).** If I hear nothing from you or a third party within the three days, it will be averaged as a ZERO.

Checking Your Post:

It is your responsibility to make sure your answer posted correctly. I have had cases in which students were convinced they posted their answers, yet there was no answer there. The rule is: no answer, no grade (that is, a zero).

Tests:

1. Like the discussion questions, tests are posted at 11:59 PM on Sundays and due by the following Sunday at 11:59 PM. UNLIKE the discussions, the TESTS CLOSE and you cannot access them yourself after the due date. **You must contact me within three days to reopen the test for you.** If you complete it within one day, there will be a ten-point penalty; two days, a twenty-point penalty; three days, a thirty-point penalty—NO MATTER THE REASON.
2. **If you cannot complete a test within the three-day late window because of circumstances you cannot control (illness, illness of a family member, hospitalization, etc.), you must nevertheless contact me *within* the three-day late window—THAT IS, BY THE WEDNESDAY AFTER THE DUE DATE—if you wish to seek an extension. In order for me to grant an extension, you must have an excusable reason (illness, etc.) and DOCUMENTATION to back it up.**

You may contact me through Blackboard to request an extension. If you are unable to do any of the above within the three-day window because of illness, etc., **you may do so through a third party (spouse, family member, friend).** If I hear nothing from you or a third party within the three-day window, the test will be averaged as a ZERO.

Checking Your Grade:

At the end of several semesters, I have had students email me wondering why there were no grades for one or more of their tests. They claim to have taken the tests, but there are no grades for the tests or any record of them ever having accessed them. Clearly, many of them simply forgot to take the tests or did not notice them on the Coverage Schedule. If you forget to take a test, it will be averaged as a ZERO if it is not completed within the three-day late window or if you did not contact me within the three-day late window. In order avoid confusion over whether

or not you forgot to take a test or if for some reason you took it and it did not post, **you are responsible for checking that your test grade posted upon submission.** Grades are immediately available upon submission; therefore, unlike the discussion answers (which I need to grade one-by-one) you can check right away if the grade posted. Keep in mind that the Distance Learning office can run a search to determine whether or not the test was ever accessed.

If you take a test and see that the grade did not post right away, you must contact me within 24 hours.

ALSO: Make sure to submit your tests correctly. I have had students who completed their tests but forgot to hit the “submit” button.

Final Thoughts on Late Tests and Assignments:

I think it is safe to say that the issue of late/missing tests and assignments is, by far, what has had the greatest negative impact on student grades in my distance learning courses. All of the above can be avoided simply by following the Coverage Schedule, logging in to Blackboard every week to access your assignments/tests, and completing them before the following Sunday night. It is best to do so early in the week. YES, IT IS THAT EASY. You should also log in to Blackboard daily in order to check for new announcements and emails.

COURSE DESCRIPTION

This course examines the development of global history since 1500. Coverage is organized into three successive eras of World History. The history of each region is examined, as well as the interaction between different parts of the world. The latter focus allows for cross-cultural comparisons and provides insight into the consequences of cultural connections brought about by trade, transportation, and communication.

COURSE RATIONALE-WHY WE TAKE THIS COURSE

In general, we study history for many reasons. Most importantly, studying history satisfies our natural human desire to establish a link with our past. On a more pragmatic level, a sound understanding of how our institutions, beliefs, and society originated and grew gives us an accurate perspective on the present and helps our decision making for the future. Although history does not literally "repeat itself," there are certain patterns in every human society that, with our knowledge of them, makes the present more comprehensible.

COURSE GOALS

You shall be expected to demonstrate a working knowledge of the patterns, trends, individuals, and various facts concerning World History since 1500. This course also adheres to the learning outcomes for the Historical Knowledge general education core competency. These competencies are found on the college website at: <https://mxcc.edu/catalog/general-education/historical-knowledge/>

REQUIRED TEXT

Bentley, Ziegler, and Streets-Salter, Traditions and Encounters: A Brief Global History. Volume Two, 1500 to the Present. Fourth Edition.

DIVERSITY COMPONENT

The very essence of studying World History is to cover the history and development of numerous world civilizations. Cultures from every continent are covered, including each individual civilization's political, economic, and religious development. An essential part of the course is also to study the interaction between the various civilizations presented.

ADA Accommodations Statement: Students with physical or learning disabilities who may require accommodations are encouraged to contact the Counseling Office. After disclosing the nature of the disability, students are urged to discuss their needs with individual instructors. This should be done at the beginning of each semester. Instructors, in conjunction with appropriate college officials, will provide assistance and/or accommodations only to those students who have completed this process.

Additional Information:

Please visit the following link for additional information. <http://mxcc.edu/catalog/academic-policies>

Please pay special attention to the section on **Academic Honesty**. Under that section, you will find an additional link to the Board of Regents **Student Code of Conduct** (which should also be read carefully).

Below, please find the course's learning objectives as found in the course outline.

World Civilization II, Learning Objectives

1. Transoceanic Encounters and Global Connections: Examine the motives for European exploration in the Atlantic and Pacific Oceans in the 16th century, as well as its conquests in Asia; also, trace the significance of the Columbian exchange and the development of Russia's Asian empire.

2. The Transformation of Europe: Discuss the fragmentation of Western Christianity into Catholic and Protestant camps, the Catholic Reformation, and the rise of powerful states in Europe. Examine the importance of the early growth of capitalism and the development of the Scientific Revolution and the Enlightenment. .

3. New Worlds: The Americas and Oceania: Study Spain's conquests and imperial policies in the Americas, European settlement in North America, and the impact of Europeans in Asia during the 16th and 17th centuries.

4. Africa and the Atlantic World: Learn about African politics and society in early modern times, the Atlantic slave trade, and the African diaspora, especially in America.

5. Tradition and change in East Asia: Trace the history of China through the Ming and Qing dynasties and the cultural trends that marked the era; Discuss the unification of Japan and its interaction with the broader world.

6. The Islamic Empires: Discuss the foundations and histories of the major Islamic empires (Ottoman, Safavid, and Mughal),

7. Revolutions and National States in the Atlantic World: Discuss the revolutionary themes of the 18th century, and the major revolutions of the 18th and 19th centuries (American, French, Haitian, Latin American); examine the consolidation of nation states in Europe and the unification movements in Italy and Germany.

8. The making of Industrial Society: Examine the birth and early spread of industrialization, its impact on urbanization, and the birth of Socialism.

9. The Americas in the Age of Independence: Discuss the development of the United States, Canada, and Latin America during the 19th century.

10. The Building of Global Empires: Study imperialism during the late 19th century by Europe, the United States, and Japan and the impact of global empires.

11. The Great War: The World in Upheaval: Discuss the causes, progress, and long-range global impact of the First World War.

12. An Age of Anxiety: Trace the economic and political trends following the First World War including the Great Depression, the emergence of Communism in Russia, Fascism in Italy, and Nazism in Germany.

13. Nationalism and Political Identities in Asia, Africa, and Latin America: Examine nationalism in Asia, Africa, and Latin American during the post-First World War era.

14. New Conflagrations: World War II: Discuss the origins, progress, and end of World War II. Trace the history of the Holocaust and the origins of the Cold War.

15. The Cold War and Decolonization: Study the Cold War in Europe, its spread to Asia and Latin America, the ultimate triumph of the West, and the collapse of the Soviet Union; trace the history of decolonization in Asia, Africa, and the Middle East

16. A World Without Borders: Examine the causes and impact of globalization, including its role in cross-cultural exchanges, population issues, environmental degradation, disease, and terrorism.