



*"Who I am and where I belong, I first learned from the mirror of history."  
Philosopher Karl Jaspers*

**Morehead State University  
History 201: Global Studies  
Department of History, Philosophy, Religious and Legal Studies  
Cross listed with IST 201**

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Required Field Experience Hours: not applicable**

**ONLINE**

**Fall 2009**

**Office Phone: 606-783-2459**

**Office hours: Email and by appointment**

**COURSE DESCRIPTION:**

This course will introduce students to the study of world cultures and provide an understanding of contemporary global issues. Using historical and literary texts, technology and a multimedia approach, students will examine selected social, political, economic, and cultural phenomena in the context of world history. *This course satisfies the area studies-humanities for general education.*

***"Community Engagement: A Light to and from the Mountains"***

*The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.*

**Conceptual Frame work Outcomes (CFOs):**

The Unit and the faculty within individual programs assess the degree to which its graduates:

- 1) Master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to “whole” student learning in education settings.
- 2) Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning.
- 3) Demonstrate professional dispositions
- 4) Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively “bridge the gaps” (economic, achievement, and geographic) ensuring optimal learning for all students.
- 5) Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

**STUDENT LEARNING OUTCOMES (SLOs):**

History is not just the past, but also an ongoing interpretation of the past. Candidates will become familiar with historical sources and methods through writing and thinking critically about the past.

Candidates in the course will:

- 1) Demonstrate and evaluate content knowledge through three examinations, including essay questions;
- 2) Strengthen their research and analytical skills in a research oriented exercise on the Vietnam War;
- 3) Demonstrate their ability to create and support a historical argument based on their reading of Primo Levi's *Survival in Auschwitz*;
- 4) Use appropriate technology in research through accessing Blackboard and approved websites for research on Vietnam;
- 5) Improve their writing skills through written examinations, papers, and the primary source exercise.

**NCATE/ EPSB Accreditation Alignment of CFOs and SLOs:**

<b>Program:</b>	<b>Social Studies</b>		<b>HIS 201 Global Studies</b>		
<b>Aligned with▶ Assessment▼ (point values)</b>	<b>Kentucky Teacher Standards (KTS)</b>	<b>Kentucky Education Reform Act (KERA)</b>	<b>Education Professional Standards Board (EPSB)</b>	<b>National Council for the Social Studies (NCSS)</b>	<b>NCATE</b>
<b>Class participation including weekly quizzes and activities 25% of grade</b>  <b>CFO: 1, 3, 4</b> <b>SLO: 1</b>	1.1, 1.3 1.4, 1.5 2.1- 2.5 3.1-3.5 4.5; 6.1-6.5 7.1-7.2 9.4	2 6	Diversity	I, II, III, VI, V, VI, VIII, IX, X	1
<b>Examinations 45% of grade</b>  <b>CFO: 1, 3</b> <b>SLO: 1, 4, 5</b>	1.1-1.5 2.1- 2.5 4.1-4.5 6.1-6.5 9.4	2 6	Diversity	I, II, III, VI, V, VI, VIII, IX, X	1
<b>Primary Source Exercise: 5% of grade</b>  <b>CFO: 1, 2, 3, 4</b> <b>SLO: 1, 3, 4, 5</b>	1.4 2.1- 2.5 4.5 5.4-5.5 6.1-6.5	2 6	Diversity	I, II, III, VI, IX	1
<b>Survival in Auschwitz Paper:</b>	1.4, 1.2, 2.1- 2.5 4.5	2 6	Diversity Literacy / Reading	I, II, III, VI, IX	1

<b>15% of grade</b> <b>CFO: 1, 2, 3, 4</b> <b>SLO: 1, 3, 4, 5</b>	5.4-5.5 6.1-6.5				
<i>Vietnam Fate</i> <i>Research Project</i> <b>10% of grade</b> <b>CFO: 1, 2, 3, 5</b> <b>SLO: 1, 3, 4, 5</b>	1.4, 1.2, 1.3 2.1- 2.5 3.3 4.5 5.4-5.5 6.1-6.5	2 6	Diversity Literacy / Reading	I, II, III, IV, V, VI, IX, X	1

**Assignment Descriptions:**

<b>Program: Masters in Social Science</b>	
<b>Assessment (percentage)</b>	<b>Description</b>
<b>Class participation including weekly quizzes and activities</b>  <b>25% of grade</b>	Class participation will consist of completing the weekly quizzes and activities. <b>PLEASE NOTE: You can only take quizzes once. Once you open the quiz, you must complete it.</b> There is no time limit for quizzes. Upon completion, check you grade in the gradebook. If there is a number, the quiz has been successfully completed.
<b>Examinations</b> <b>45% of grade</b>	<i>Examinations:</i> You will have three exams, as marked on the syllabus. They are not cumulative. Tests include 5 matching questions, 25 multiple-choice questions, and 2 essay questions. You can only take a test once. Once you open a test, you <b><u>MUST</u></b> complete it, <b><i>I will not reset tests</i></b> so make sure you have stable internet and follow the test taking guidelines posted. You have 2.5 hours to complete the exam. Make sure that you give yourself uninterrupted time to sit down and take a test. If, while taking the test, you interrupt Blackboard by, for example by exiting Blackboard, opening other windows in or outside of Blackboard, closing your internet, etc., then <u>you will only receive credit for the saved answers, I will NOT reset the test.</u> Therefore, make sure to save your questions as you move through the test. Please note: giving other students in the course questions or answers to any test or quiz is a violation of academic ethics and such cheating will result in failure of the assignment, failure of the course, and reports filed with the Chair and Dean of Students. <b>All test answers should be based on the course textbook and your own analysis of that material, not outside sources.</b> For example, cutting and pasting from the web is plagiarism, and will result in failing the

	test and course as a whole.
<b>Primary Source Exercise: 5% of grade</b>	After reading both a Spanish and Aztec account of the conquest of Mexico in the provided PDF, students will consider these sources critically for their agenda, bias, and audience in short answer questions.
<b>Survival in Auschwitz Paper: 15% of grade</b>	This will be a 5-6 page paper that consists of several short answer and two essays questions about Primo Levi's book <i>Survival in Auschwitz</i> .
<b>Vietnam Fate Research Project: 10% of grade</b>	This is a 1-2 page paper based on researching your chosen fate during Vietnam. You will utilize assigned online archives and databases to answer questions about your fate.

### COURSE ORGANIZATION:

This class is organized around weekly units. All units are available now, and you can go through each unit at your own pace, as long as all items are complete before the unit is due. The schedule is at the end of the syllabus. You may work as far ahead as you wish, and I encourage you to do so. Each unit has required outcomes such as quizzes, papers, or other activities. **Units CANNOT be completed after they are locked. All items in a unit folder must be completed before the deadline to gain credit. The deadlines are listed on Blackboard and in the course schedule below.** You have 7 days to do each weekly unit, plan appropriately and do not wait until the last minute. Waiting until an hour or two before the unit closes to begin an assignment might result in being locked out and not completing the unit. Being locked out of unit at the last minute will not be an accepted excuse for missing work. **Please Note: Computer problems are not acceptable excuses for missing a unit. It is your responsibility to secure access to a usable computer. There are no extensions, no late work accepted, and no make-ups. No Exceptions!**

I will respond to most emails within 24 hours, except for holidays and weekends. Please plan accordingly. Give yourself plenty of time for each unit, if you wait until the last minute and experience problems, they may not be able to be rectified before the unit locks.

I recommend you use the Firefox Browser for this course.

**Format:** All papers and assignments must have your name and section number at the top. Double space all assignments and use 12 point Times New Roman Font. Use standard 1" margins. **Assignments that do not meet the formatting requirements will receive point deductions depending on the severity of the formatting issue. All assignments must be submitted in Blackboard using the "View/Complete Assignment" link and should be uploaded as Word compatible attachments.**

*"Veni, vidi, vici" (I came, I saw, I conquered) - Julius Caesar*

### GRADING:

Primary Source Exercise	5%
<i>Survival in Auschwitz</i> Essays	15%

Vietnam Online Research Activity	10%
Exam 1	15%
Exam 2	15%
Exam 3	15%
Quizzes, Surveys, and Assignments	25%

### **Grading Scale:**

90% - 100 %	A
80% - 89%	B
70% - 79%	C
60% - 69%	D
0% - 59%	E

I will round up grades if they are .5 or above, for example, an 89.5 is an A, but 79.2 is a C.

### **ACADEMIC POLICIES**

**Students are required use their Morehead State University email account.** There are several reasons for this. 1) The spam filters on many popular email accounts are incompatible with MSU emails accounts. This means that I may not receive emails sent from non-MSU accounts. Additionally, my emails from MSU will be caught by many of the spam filters (hotmail is especially bad at blocking MSU emails). 2) It insures your privacy and prevents FERPA violations. I do not know who lovedogs99@yahoo is and cannot send information regarding your classes or grades to unsecure emails. For these reasons, **YOU MUST USE YOUR MSU EMAIL ACCOUNT** for ALL correspondence. Additionally, emails to the professor should be considered professional correspondence and be in proper English and follow standard grammar rules. I reserve the right to not respond to inappropriate or unprofessional emails until they are legible and appropriate.

**Americans with Disabilities Act (ADA):** In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. Professional staff from MSU Academic Services Center (ASC) coordinates efforts to address accessibility needs and class accommodations with instructors of students who have learning or physical disabilities. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, [www.moreheadstate.edu/acs/](http://www.moreheadstate.edu/acs/). If any accommodations are required, please let me know after class or during my office hours.

### **Ethics and Plagiarism:**

Students are expected to uphold an ethic of integrity as per the honor code of Morehead State University. All coursework should be your own. **Plagiarism** is using the words, sentences, or even ideas of another person without specific acknowledgment. Plagiarism includes: 1) copying the work of another student with or without the other student's knowledge; 2) collaborating with another student and submitting work that is identical, nearly identical, or inordinately similar; 3) changing a few words but copying the sentence structure without giving credit; 4) copying words and/or passages directly from books, articles, course readings, or internet sites, and failing to use quotation marks and/or offering appropriate citation. If there are any doubts about what constitutes plagiarism it is the **student's responsibility** to clarify any questions with the instructor. If you are not sure what constitutes academic dishonesty, read The Eagle: Student Handbook or ask your instructor. The policy is located at <http://www.morehead-st.edu./units/studentlife/handbook/academicdishonesty.html>. **ALL WORK** submitted for this class must be your own – not copied, borrowed, downloaded, or otherwise

taken and passed off as your own. All answers should be based on the course materials assigned and your own analysis. Activities such as, but not exclusively, giving other students in the course questions or answers to any test or quiz, plagiarizing, or pretending to be another student are violations of academic ethics. **Plagiarism and cheating are unacceptable, and a serious academic offense that will result in failure of the assignment, failure of the course, and reports filed with the Chair of the department and the Dean of Students.** In signing the Honor Statement, you state your awareness of these policies. You MUST return the honor statement in order to pass this class.

Other:

Although this is an online course, as per MSU policy the following statement appears.

*Campus Safety Statement:* Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event that evacuation becomes necessary.

You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evaluation. Students should familiarize themselves with emergency response protocols at [www.moreheadstate.edu/emergency](http://www.moreheadstate.edu/emergency).

**READINGS:**

Bulliet, Richard *The Earth and Its Peoples, A Global History Vol. II, Brief Edition* (Houghton Mifflin 4<sup>th</sup> edition 2009) ISBN: 9780618992409 Hereafter [Peoples]

Levi, Primo *Survival in Auschwitz, any edition.* Hereafter [Levi] ISBN: 9780684826806

**COURSE SCHEDULE:**

*NOTE: You can go through each unit at your own pace, as long as all items are complete before the unit is due. Waiting until an hour or two before the unit is locked to begin an assignment might result in being locked out. That is not an acceptable excuse, follow the schedule from the start of the semester, plan appropriately, and do not wait until the last minute.*

*All items listed as optional are suggestions to help you understand the material and for you to pursue your own interests. **You will not be quizzed or tested on optional material. Optional material should not be taken and placed into test answers, it is to supplement, not replace the textbook. On all assignments, your answers should be your interpretation.***

**Week One: Introduction to the course, Honor Statement**

*Locked Wed. Aug 26, 10 pm. **All Items Must be Completed, as each unit will not be available after it is locked.***

**Readings:** Course Syllabus, Start Here button, familiarize yourself with Blackboard

**Weekly Assignment:** Honor Statement

**You MUST turn in the honor statement in order to pass this class.**

**Week Two: Transformations in Europe, 1500-1750**

*Locked Aug 26, 10 pm*

**Readings:** Peoples: Chapter 15

**Weekly Assignment:** Reading Quiz

*Optional Web Activity: Examine Martin Luther's 99 Theses*

<http://www.iclnet.org/pub/resources/text/wittenberg/luther/web/ninetyfive.html>

*Role-play of a witch-hunt in 1628 Germany*

[http://departments.kings.edu/womens\\_history/witch/hunt/](http://departments.kings.edu/womens_history/witch/hunt/)

**Learning Objectives:** After reading chapter 15, students should understand the motives behind the Reformation, the new ideas and religions it set in motion, and how this led to the conflicts that occurred throughout Europe. Students should also understand the nature of the Scientific Revolution and the causes for the witch-hunts of Europe

### **Week Three: The Americas, The Atlantic, and Africa, 1530–1770**

*Locked Sept 2, 10 pm*

**Readings:** Peoples: Chapter 16 and Primary Source Reading from Kevin Reilly, *Worlds of History: A Comparative Reader, Volume 2: Since 1400* (Bedford/St. Martins 2007), p. 45-61 provided online in PDF format in the weekly folder

**Weekly Assignment:** Reading Quiz, Primary Source Exercise Questions

*Optional Web Activity: Images of the Atlantic Slave Trade and Slave Life in the Americas*

<http://hitchcock.itc.virginia.edu/Slavery/search.html>

**Learning Objectives:** After reading chapter 16, students should understand the major elements of the Columbian Exchange. They should consider the role religion play in European settlement of the Americas and be able to compare and contrast the British, French, and Spanish colonization of the New World. Students should understand the Atlantic Slave Trade and the role of slavery in the New World.

### **Week Four: Southwest Asia and the Indian Ocean, 1500–1750**

*Locked Sept. 9, 10 pm*

**Readings:** Peoples: Chapter 17

**Weekly Assignment:** Reading Quiz

*Optional Activity: Video Clips on the Byzantine Empire and Suleiman the Magnificent*

**Learning Objectives:** After reading chapter 17, students should be able to name and describe the religion, lifestyle, and relationship with Europe each Islamic empire had. Students should know the impetus behind the expansion of the Ottoman Empire and be able to compare and contrast the reasons for the decline of the Ottoman, Safavid, and Mughal Empires.

### **Week Five: Northern Eurasia, 1500–1800**

*Locked Sept. 16, 10 pm*

**Readings:** Peoples: Chapter 18

**Weekly Assignment:** Reading Quiz

*Optional Web Activity: The Story of the 47 Ronin (Samuri)*

<http://www.cusd.chico.k12.ca.us/~jleek/Tokugawa/47ronin.html>

*The Romonov Dynasty* <http://www.mnsu.edu/emuseum/history/russia/romanov.html>

**Learning Objectives:** After reading chapter 18, students should understand the different approaches to imperial rule in Japan, China, and Russia between 1500 and 1800. They should be able to explain how the Tokugawa Shogunate fell into decline and crisis, how the European relationship with China changed from admiration to frustration, and how the Russian Empire emerged to be one of the major powers of Europe by 1750.

**Week Six: EXAM 1**

*Locked Sept. 23, 10 pm*

**Weekly Assignment: EXAM 1****Week Seven: Revolutionary Changes in the Atlantic World, 1750–1850 and The Early Industrial Revolution, 1760–1851**

*Locked Sept. 30, 10 pm*

**Readings:** Peoples: Chapter 19 and Chapter 20

**Weekly Assignment:** Reading Quiz

*Optional Web Activity: Liberty, Equality, Fraternity: Exploring the French Revolution*

<http://chnm.gmu.edu/revolution/chap1a.html> links to the Social Causes of the Revolution but there are many interesting topics and sources, such as songs.

*Factory Rules in Berlin from 1844*

<http://websupport1.citytech.cuny.edu/Faculty/pcatapano/workrules.html>

**Learning Objectives:** After reading Chapter 19, students should be able to trace the roots of the Enlightenment and explain why it led to revolutions. Students should understand the major problems the British faced with the American colonies, the triggers, events, and consequences of the French Revolution, and know the impetus behind other revolutions such as the Haitian Revolution. After Reading Chapter 20, students should be able to explain why the Industrial Revolution happened first in Britain, the environmental effects of the Industrial Revolution, especially on women, and the transportation revolution.

**Week Eight: Land Empires in the Age of Imperialism, 1750–1870 and Africa, India, and the New British Empire**

*Locked Oct. 7, 10 pm*

**Readings:** Peoples: Chapter 21 and Chapter 22

**Weekly Assignment:** Reading Quiz, Midterm Survey

*Optional Web Activity: Poem: Rudyard Kipling, “The White Man's Burden”*

[http://www.wsu.edu/~wldciv/world\\_civ\\_reader/world\\_civ\\_reader\\_2/kipling.html](http://www.wsu.edu/~wldciv/world_civ_reader/world_civ_reader_2/kipling.html)

**Learning Objectives:** After reading Chapter 21 students should understand the affects of Napoleon's invasion of Egypt. Students should be able to compare and contrast the various issues faced by land and sea empires such as the Ottoman and Qing Empires. The long term outcomes of the Opium and Crimean wars should be understood in regard to European influences. Upon finishing chapter 22, students should understand the impact industrialization had on the process of colonization in Africa and Asia, especially upon the native peoples. Students should understand the goals and process of Britain's empire creation, including the British raj policy in India and the Sepoy Rebellion and its effects.

**Week Nine: The New Power Balance, 1850-1900 and New Imperialism, 1869–1914**

*Locked Oct. 14, 10 pm*

**Readings:** Peoples: Chapter 23 and Chapter 24

**Weekly Assignment:** Reading Quiz

*Optional Web Activity: Japanese Old Photographs in Bakumatsu-Meiji Period*  
<http://hikoma.lb.nagasaki-u.ac.jp/en/>

**Learning Objectives:** After reading Chapter 23, students should understand what new technologies emerged and how they transformed daily life and the global economy. Students should understand the growth of the labor movement and the role socialist thought played in it. Students should understand the role of nationalism in European nations. In Chapter 24, students should understand the political, cultural, and economic reasons for the New Imperialism and how technology helped them accomplish their goals. Students should be able to compare New Imperialism with the colonization of the New World including the role of technology, religion, impacts on native peoples, and political and economic goals.

**Week Ten: *EXAM 2***

*Locked Oct. 21, 10 pm*

Weekly Assignment: EXAM 2

**Week Eleven: The Crisis of the Imperial Order, 1900–1929**

*Locked Oct. 28, 10 pm*

**Readings:** Peoples: Chapter 25 Begin reading Levi

**Weekly Assignment:** Reading Quiz

*Optional Web Activity: The Stars and Stripes: The American Soliders' Newspaper of World War I*  
<http://memory.loc.gov/phpdata/issuedisplay.php?collection=sgpsas&aggregate=sgpsas>

**Learning Objectives:** After reading Chapter 25, students should understand how “The Great War” was a global conflict, and the implications of the peace treaties that ended World War I including its effects on the economy, Europe, and the Middle East. Students should understand the revolution(s) in Russia and the drastic changes it underwent.

**Week Twelve: The Collapse of the Old Order, 1929–1949**

*Locked Nov 4, 10 pm*

**Readings:** Peoples: Chapter 26, Continue Levi

**Weekly Assignment:** Reading Quiz, Begin Levi Essays

*Optional Web Activity: “A Summons to Comradeship:” World War I and II Posters*  
<http://digital.lib.umn.edu/warposters/warpost.html>

*The Decision to Drop the Atomic Bomb*

[http://www.trumanlibrary.org/whistlestop/study\\_collections/bomb/large/index.php](http://www.trumanlibrary.org/whistlestop/study_collections/bomb/large/index.php)

**Learning Objectives:** After reading Chapter 26, students should understand the international economic and political consequences of the Depression in the 1930s. Students should be able to compare and contrast the three dictators that rose to power: Hitler, Stalin, and Mussolini, including their political ideologies and how they were enforced. Students should be able to discuss how World War II differed from World War I.

**Week Thirteen: The Holocaust and *Survival in Auswitz***

*Locked Nov. 11, 10 pm*

**Readings** Finish Levi

**Weekly Assignment:** Levi Essays Due

*Optional Web Activity: United State Holocaust Historical Museum*

<http://www.ushmm.org/wlc/article.php?lang=en&ModuleId=10005143>

**Learning Objectives:** Demonstrate their ability to create and support a historical argument based on their reading of Primo Levi's *Survival in Auschwitz*. Students should understand an alternate discourse on the Holocaust from a work camp perspective and consider the issues of humanity, ethics, and belief in a historically tumultuous time.

### **Week Fourteen: Striving for Independence: Africa, India, and Latin America, 1900–1949**

*Locked Nov. 18, 10 pm*

**Readings: Peoples: Chapter 27**

**Weekly Assignment:** Reading Quiz

*Optional Web Activity: BBC World Service: The Story of Africa, Towards Independence*

[http://www.bbc.co.uk/worldservice/specials/1624\\_story\\_of\\_africa/page3.shtml](http://www.bbc.co.uk/worldservice/specials/1624_story_of_africa/page3.shtml)

**Learning Objectives:** After reading Chapter 27, students should understand both the positive and negative changes European rule brought to Africa. Students need to understand the factors that led to the growth of movements for African independence. Students should consider the impetus behind India's independence and Mohandas Gandhi's role in the Indian independence movement. They should know the global position of Latin America compared to Africa and India and movements such as the Mexican Revolution.

### **Week Fifteen: The Cold War and Decolonization, 1945–1975**

*Locked Nov. 25, 10 pm*

**Readings: Peoples: Chapter 28**

**Weekly Assignment:** Reading Quiz, Start Online Research Activity on Vietnam

*Optional Activity: "Duck and Cover: A Civil Defense Film"*

[http://www.youtube.com/watch?v=C0K\\_LZDXp0I](http://www.youtube.com/watch?v=C0K_LZDXp0I)

**Learning Objectives:** After reading Chapter 28, students should be able to understand the Cold War's political ideology and major events such as the Korean Conflict, Cuban Missile Crisis, Vietnam War, and the Nuclear Arms race. Students should also be able to describe the process of decolonization and nation building in Southeast Asia and the problems former African colonies had. Students should understand the origins, process, and consequences of the Vietnam War. Students should understand the political situation in the Middle East after World War II and its consequences.

### **Week Sixteen: Crisis, Realignment, and the Dawn of the Post–Cold War World, 1975–1991,**

*Locked Dec 2, 10 pm*

**Readings: Peoples: Chapter 29**

**Weekly Assignment:** Reading Quiz, Turn in Online Research Activity on Vietnam, End of Course Survey

*Optional Activity: Video Clip: American Held Hostage: The Iranian Revolution*

**Learning Objectives:** After reading Chapter 29, students should understand the conditions that led to the end of the Cold War and the breaking up of the USSR and how imperialism in the Middle East led to Islamic revolutions in Iran and Afghanistan.

After completing the Vietnam Fate Card Paper, students should gain multiple and deeper perspectives on the conflict that shaped global and U. S. political and economic issues, as well as had a profound cultural impact on an entire generation of the World's population. This assignment should build on the skills of interrogating primary sources from earlier in the course, and strengthen their research and analytical skills in using online historical resources.

**Exam 3: Locked Dec. 9 at 3 pm.**