

## **HISTORY OF CIVILIZATION I (HIST 1311 sections 992, 993, & 9UE)**

MEETING TIMES: ONLINE  
SEMESTER: SPRING 2018  
INSTRUCTOR: ANTHONY NEWKIRK  
INSTRUCTOR CONTACT: BLACKBOARD 9.1 MAIL LINK

**It is assumed that students are already familiar with Blackboard and taking classes online.**

**There is no set meeting schedule. Each student should closely manage one's own time.**

**Each student who enrolls in this class must read the syllabus (and the FAQ, which is accessible through the course website) throughout the semester.**

**Each student is responsible for information in these documents, whether or not he/she reads them.**

### **COURSE DESCRIPTION**

This is an online survey of significant world civilizations and the development of integrated political, social, economic, religious, intellectual, and artistic traditions and institutions from their beginnings to approximately 1600 CE; the development of integrated political, social, economic, religious, intellectual, and artistic traditions and institutions within each of those cultures; significant intercultural exchanges.

### **COURSE OBJECTIVES**

1. Students will demonstrate knowledge of historical information such as names, dates and chronologies, events, terms, and concepts.
2. Students will demonstrate an understanding of the diversity and complexity of the historical context that shapes human experience.
3. Students will demonstrate an understanding of the inter-relatedness of historical events as expressed in such concepts as continuity and change, causation, interdependence of cultures, and the interaction between differing groups and societies.
4. Students will organize and articulate their ideas through written responses to questions that presents a thesis relevant to the question.
5. Students will support their ideas with historical evidence and will reach conclusions based on that evidence.

## **STUDENTS WITH DISABILITIES**

Your success in this class is important to me, and it is the policy of the University of Arkansas at Little Rock to create inclusive learning environments consistent with federal and state law. If you have a documented disability (or need to have a disability documented), and need an accommodation, please contact me privately as soon as possible, so that we can discuss with the Disability Resource Center (DRC) how to meet your specific needs and the requirements of the course. The DRC offers resources and coordinates reasonable accommodations for students with disabilities. Reasonable accommodations are established through an interactive process among you, your instructors, and the DRC. Thus, if you have a disability, please contact me and/or contact the DRC at 501-569-3143 (V/TTY) or 501-683-7629 (VP). For more information, please visit the DRC website at [ualr.edu/disability](http://ualr.edu/disability).

## **ACADEMIC INTEGRITY**

What you write in response to the questions posted online in this class must reflect your own thoughts, words, opinions, and efforts. When you copy phrases, sentences, or paragraphs word-for-word from *any* source, you must indicate that you have done so by setting what you have copied off in quotation marks and inserting a footnote that clearly indicates the source of the information, including author, book title, publication details, year of publication, and page number. And when you use the thoughts, words or opinions of others in paraphrase (i.e. changing words around, or putting someone else's words into your own words), you must insert a footnote that indicates the source of the information, including author, book title, publication details, year of publication, and page number. If the source is a website, the footnote must include the *complete* web address and the date you accessed it.

Academic dishonesty of any kind may be reported to the Dean of Students, and could result in a failing grade on the assignment, in the class, and/or harsher penalties. UALR regulations deem cheating, plagiarism, collusion, duplicity, etc. as student conduct violations. Students found responsible of committing such academic offenses on campus, or in connection with an institution-related or sponsored activity, or while representing the university or academic department, will be disciplined. For further information, see <http://ualr.edu/deanofstudents/index.php/home/academic-integrity/>.

## **ONLINE CLASSROOM ETIQUETTE**

Proper communication in online classes is no different than in real-time classrooms. For communication with the instructor and other students in an online class, please remember these basic ground rules:

1. Keep in mind the proper roles of those you communicate with. For instance, Blackboard instructors do not know the answers to technical problems that may have occurred with your computer; only UALR computer specialists should be contacted in such cases (see page 5 for Blackboard Student Support).
2. Communicate with me ONLY through the Blackboard Mail link. **Never** send messages with work attached to my UALR email account for it might not be read.
3. In communications, always be clear and to the point and never ask something you already know the answer to since many questions are answered in the syllabus and in the FAQ.

4. **Always** communicate legitimate academic concerns (about the content of the reading assignment, a possible inconsistency with a test question, reading/study strategies, etc.). Given the fast-paced nature of online teaching, ask academic-related questions immediately.
5. Never assume the instructor is unaware of your status because Blackboard keeps track of many things about a student's progress, including if a student logged in on a certain date and time, how much time was spent on a test, etc.
6. Never send emails to the rest of the class asking rhetorical questions or making snide remarks.
7. Demonstrations of hostility toward anyone constitute classroom disruption, including online. For more information, see <http://ualr.edu/deanofstudents/index.php/home/classroom-disruptions/>.

## **COMMUNICATION AND RETURNING ASSIGNMENTS**

Each week, I check my Mail link and students' progress approximately every other day, for example, Monday, Wednesday, Friday, and Sunday. Students may not receive answers to their email the same day. But as soon as students submit work, it is graded by Blackboard and the grades are visible to them. This DOES NOT include written **Assignments** because I manually review them.

## **ATTENDANCE POLICY**

Students should log in at least 3 times each week, as if they are attending a "regular" class. **Students who do not log in during the first 5 days of the semester will be administratively dropped.**

Please note:

- The last day to drop or withdraw from class for a full refund is January 15 (by 5:00 PM).
- The last day to drop or withdraw from class for a 50% refund is January 25 (by 5:00 PM).
- After January 25, no refunds are given for withdrawing from class.

## **GRADE DISTRIBUTION**

Assignments (600 points total):

<b>6 Questions</b>	60 points
<b>4 Quizzes</b>	40 points
<b>5 Tests</b>	500 points

A	<b>540-600 points</b>	= 90-100	4
B	<b>480-539 points</b>	= 80-89	3
C	<b>420-479 points</b>	= 70-79	2
D	<b>360-419 points</b>	= 60-69	1
F	<b>0-359 points</b>	= 0-59	0

## **ASSIGNMENTS**

Reading assignments (textbook and chapter summaries) are posted each week; Questions, Quizzes, and Tests vary. If you do not log in often every week and keep up with your work, you will fall behind. **No attempt will be made to help students catch up unless they present documentation that circumstances beyond their control prevented them from logging in.**

**No late assignments will be accepted.**

**NO EXTRA-CREDIT WORK WILL BE OFFERED, UNDER ANY CIRCUMSTANCES.**

Success with the work already assigned is possible simply by planning ahead of time.

**1. Quizzes** (40 points)

Four quizzes assigned on separate dates. Each worth ten points and covers previous week. Appear in **Assessment** content area. Submit answers by deadline. Note:

- a. Available from Monday (12:00 AM) to Sunday (11:59 PM).
- b. Each quiz is made up of ten questions (true-false and multiple-choice).
- c. **Once you open a quiz, you will have ten minutes to finish.**
- d. **You cannot take a quiz over, or repeat one, for any reason.**

**2. Tests** (500 points)

Five tests assigned on separate dates. Each worth 100 points and covers previous 2-4 weeks. Appear in **Assessment** content area. Submit answers by deadline. Note:

- a. Available from Monday (12:00 AM) to Sunday (11:59 PM).
- b. Tests consist of true-false and multiple-choice questions.
- c. Once you open a test, you will have **75 minutes** to finish.
- d. **You cannot take a test over, or repeat one, for any reason.**

e. There is no midterm exam; Test 5 will be given in finals' week (see below).

**3. Questions** (60 points)

Six questions assigned on separate dates. Each question is worth ten points and will be available Monday (12:00 AM) to Sunday (11:59 PM). Questions appear in **Assignment** content area. Submit answers by deadline (**once deadlines pass, students cannot re-do questions for any reason**). The grade for each response is based on the following:

- |    |  |         |
|----|--|---------|
| a. | Four-five paragraphs (introduction, supporting paragraphs, conclusion) | 3points |
| b. | Accuracy and thoughtfulness; correct use of grammar and vocabulary     | 3points |
| c. | * <b>The entire response must be NO SHORTER than 400 words</b>         | 3points |
| d. | <b>SUBMIT ONLY THROUGH BLACKBOARD</b>                                  | 1point  |

\*No less than 200 words in the case of "Working with Evidence" questions (i.e. Questions 3, 4, and 6).

**IT IS ESSENTIAL TO PLAN YOUR SCHEDULE DAYS OR – IF POSSIBLE – WEEKS AHEAD OF TIME.**

**Never use hand-held communications devises to work on Blackboard** (as they cannot support the amount of data required, connections are often broken and your work may be lost).

Do not wait until the “last minute” before something is due to submit it.

It is also very important to note there are two ways to submit your answers to the questions to Blackboard. Let’s assume the assignment you want to submit is Question 3. **You can do this:**

*Step 1: Go to course homepage.*

*Step 2: Scroll down to "To Do" section.*

*Step 3: Click "Future (1)" to reveal name of the assignment (next to an action link and due date).*

*Step 4: Clicking on the "Question 3" section will take you to Question 3 Assignment folder.*

*Step 5: Beneath "Attached file" link is "Question 3"; click it to go to "Upload Assignment" page.*

*Step 6: Submit your answer under "Assignment Materials."*

**Or, if no assignments/tests are displayed in your "To Do" module, you can do this:**

*Step 1: Click on "Assignments (Questions 1-6)" link from Course Menu.*

*Step 2: If an assignment is available, you will see it listed.*

*Step 3: This will take you to the "Upload Assignment" page.*

*Step 4: Submit answer under "Assignment Materials."*

## **REQUIRED TEXT**

Robert W. Strayer & Eric W. Nelson, *Ways of the World: A Brief Global History with Sources* (Boston: Bedford/St. Martin's, 3<sup>rd</sup> Edition, 2016)

## **BLACKBOARD STUDENT SUPPORT**

**All technical issues must be addressed to Blackboard Student Support.**

Website: <http://ualr.edu/blackboard>

Email: [bbhelp@ualr.edu](mailto:bbhelp@ualr.edu)

Phone: 683.7622 (regular business hours); 626.3318 (extended hours)

Tutorials are available for students from the Ondemand Learning Center provided by Blackboard at <http://ondemand.blackboard.com/students.htm>.

## **COMMUNICATIONS SKILL CENTER**

The Communication Skill Center (CSC) is a resource devoted to helping campus and online students in the various stages of preparing a presentation. Services include, but are not limited to, anxiety management, brainstorming, research, content organization, PowerPoint/Prezi design and integration, and providing presenters with balanced feedback. The CSC offers both onsite and online services. Appointments are available and walk-ins are welcome; please feel free to stop by 201 speech building, call us at [501-569-8208](tel:501-569-8208), or email: [communication.skill.center@gmail.com](mailto:communication.skill.center@gmail.com). Book an appointment: <http://ualrcommunicationskillcenter.setmore.com>.

I reserve the right to change the class schedule, if the need arises:

<b>Week 1</b> January 16-21	First Peoples, First Farmers to 4000 BCE—chapter 1 Chapter Summary <b>QUIZ 1</b>
<b>Week 2</b> January 22-28	First Civilizations 3500 BCE-500 BCE—chapter 2 Chapter Summary <b>QUESTION 1</b>
<b>Week 3</b> January 29-February 4	State & Empire in Eurasia/North Africa—chapter 3 Chapter Summary <b>TEST 1</b> (chapters 1-3)
<b>Week 4</b> February 5-11	Culture & Religion in Eurasia/North Africa—chapter 4 Chapter Summary <b>QUESTION 2</b>
<b>Week 5</b> February 12-18	Society & Inequality in Eurasia/North Africa—chapter 5 Chapter Summary
<b>Week 6</b> February 19-25	Working with Evidence—chapter 5 <b>QUESTION 3</b>
<b>Week 7</b> February 26-March 4 Mid-term grades open 2/26-3/16	Africa, America, & Oceania 500 BCE-1200 CE—chapter 6 Chapter Summary <b>QUIZ 2</b>
<b>Week 8</b> March 5-11	Commerce & Culture 500-1500 CE—chapter 7 Chapter Summary <b>TEST 2</b> (chapters 4-7)
<b>Week 9</b> March 12-18	China & the World 500-1300 CE—chapter 9 Chapter Summary <b>QUIZ 3</b>
<b>Week 10</b> March 19-25	<b>SPRING BREAK</b>
<b>Week 11</b> March 26-April 1	The Worlds of Islam 600-1500 CE—chapter 9 Chapter Summary <b>TEST 3</b> (chapters 8 & 9)
<b>Week 12</b> April 2-8	The Worlds of Christendom 500-1300 CE—chapter 10 Chapter Summary <b>QUIZ 4</b>
<b>Week 13</b> April 9-15	The Mongols 1200-1500 CE—chapter 11 Chapter Summary <b>TEST 4</b> (chapters 10 & 11)
<b>Week 14</b> April 16-22	Worlds of the 15 <sup>th</sup> Century—chapter 12 Chapter Summary <b>QUESTION 4</b> (Working with Evidence)
<b>Week 15</b> April 23-30	Continued <b>QUESTION 5</b> <b>QUESTION 6</b> (Working with Evidence)
<b>Week 16</b> May 1-8 (Finals Week)	<b>TEST 5</b> (chapter 12) due May 8 by 11:59 PM [student grades due May 10 by 12:00 PM]