

HISTORY OF CIVILIZATION I, HIST 1311 9B0, CRN: 64756

MEETING TIMES: ONLINE
SEMESTER: FALL 2019
INSTRUCTOR: JOANNA HLADUN 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 in this class must read the syllabus and the FAQ 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 focus of the course is to trace the development of those elements within each culture, as well the significant intercultural exchanges between societies. Three credit hours.

REQUIRED TEXT

Robert W. Strayer, *Ways of the World: A Brief Global History with Sources* (Boston: Bedford-St. Martins, 4th Edition, 2019)

COURSE OBJECTIVES

- Students will demonstrate knowledge of historical events and actors, including the development of political, economic, and social structures, and the development of scientific, and technological knowledge to 1600.
- Students will demonstrate understanding of the impact of historical events and actors on the human experience over time, including the present.
- Students will be able to demonstrate the causes and effects in the rise and fall of empires and the development of civilizations, including their effects on different ethnic, social, political, and economic groups within societies.
- Students will be able to discuss changes in science and technology to 1600, and understand how technological changes impact civilization.
- Students will be able to communicate historical knowledge in written form.
- Students will use critical thinking and analytical skills to examine primary and secondary source documents.
- Students will connect and compare primary and secondary source documents from multiple perspectives.

- Students will use evidence from written and visual sources to draw conclusions and support an argument.
- Students will learn to locate and distinguish between primary and secondary sources. Students will evaluate sources, including websites, to determine if they are appropriate, scholarly sources.
- Students will understand the principles of academic integrity, including how to cite sources.
- Students will investigate the role of diverse populations in shaping the history of civilization.
- Students will be able to discuss multiple perspectives on the past, and the ethical implications of the uses of history in the public sphere.

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 <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. My goal is to answer your emails within 24 hours and grade your weekly assignments by the end of the day on Sunday. This way you will see your progress on a weekly basis. Make sure that you check the weekly assignments on Monday, so you will have enough time to ask me questions before submitting your work.

ATTENDANCE POLICY

Students should log in every week on a regular basis. **Students who do not log in for two consecutive weeks of the semester will be administratively dropped.** It is important that you log in on Mondays to see weekly assignments so you can manage your time effectively. Checking in on Monday will give you time to ask me any questions about your work.

GRADE DISTRIBUTION

Assignments (out of 100%):

Tests	50%
Quizzes	25%
Questions	25%

GRADE SCALE

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

ASSIGNMENTS—please see the class schedule for details

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** (25% of total grade)

Eight quizzes will be assigned on separate dates. Each one will be available from Monday (12:00 AM) to Saturday(11:59 PM). Each quiz will consist of ten multiple choice questions (each question is worth 10 points). Ten-minute deadline. Quizzes appear in the **Assessment** content area. Submit answers by the deadline. Please also note:

- **Once you open a quiz, you will have ten minutes to complete it.**
- **You cannot take a quiz over, or repeat one, for any reason.**

2. **Tests** (50%)

Five tests will be assigned on separate dates. Each one will be available from Monday (12:00 AM) to Saturday (11:59 PM). **Tests 1-4** will be based on three chapters each; each test will have 50 multiple-choice questions (worth two points per question).

Test 5 is your Final Exam. It will be given during the week of final exams and will consist of five questions about primary documents from chapters 11 and 12 (each worth 20 points).

Tests will appear in the **Assessment** content area. Submit answers by deadline. Please also note:

- **Once you open a test, you will have 60 minutes to complete it.**
- **You cannot take a test over, or repeat one, for any reason.**

3. **Questions (25%)**

Nine questions will be assigned on separate dates.

Six of these questions will require you to write an essay in response. Your responses should consist of the following:

- 4-5 paragraphs (introduction, supporting paragraphs, conclusion) 30 points
- Detailed (accuracy, thoughtfulness, correct grammar, vocabulary) 30 points
- **The entire response must be NO SHORTER than 400 words** 30 points
- **SUBMIT ONLY THROUGH BLACKBOARD** 10 points

Three other questions will be assigned during the last three weeks of the course, after Test 4 (see the class schedule). These will NOT be essay questions. You will work with visual and written primary-source documents, revisiting chapters studied this semester. Each assignment will be made up of five questions that will require short answers (20 points each). **Test 5 will consist of questions about the primary documents** (see “Tests” above).

Questions 1-9 will be available Monday (12:00 AM) to Saturday (11:59 PM). They will appear in the **Assignment** content area. Submit answers by the deadlines (**once deadlines pass, students cannot re-do questions for any reason**).

IT IS ESSENTIAL TO PLAN DAYS OR, IF POSSIBLE, WEEKS AHEAD OF TIME.

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

Please don't wait until the “last minute” to submit work. There are two ways to submit 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."

BLACKBOARD STUDENT SUPORT

All technical issues must be addressed to the office of Scholarly Technology and Resources (STaR). Contact information:

Website: <http://ualr.edu/support/blackboard>
Email: bbhelp@ualr.edu
Phone: (501) 683.7622 Monday-Friday 8:00 AM–5:00 PM.

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

I reserve the right to change anything on the class schedule if the need arises.