**General Education Course Inclusion Proposal**

**SOCIAL RESPONSIBILITY IN A DIVERSE WORLD**

*This proposal form is intended for departments proposing a course for inclusion in the Northern Michigan University General Education Program. Courses in a component satisfy both the Critical Thinking and the component learning outcomes. Departments should complete this form and submit it electronically through the General Education SHARE site.*

**Course Name and Number: World History Since 1400 - HS 202**

**Home Department: History**

**Department Chair Name and Contact Information** (phone, email): Keith Kendall (x-1648; kkendall@nmu.edu)

**Expected frequency of Offering of the course** (e.g. every semester, every fall): Every semester

**Official Course Status**: Has this course been approved by CUP and Senate? YES

*Courses that have not yet been approved by CUP must be submitted to CUP prior to review by GEC. Note that GEC is able to review courses that are in the process of approval; however, inclusion in the General Education Program is dependent upon Senate and Academic Affairs approval of the course into the overall curriculum.*

**Overview of course** (please attach a current syllabus as well): *Please limit the overview to two pages (not including the syllabus)*

A. Overview of the course content

HS202 (World History Since 1400) is the second half of a survey course providing students with a well-rounded understanding of World History. This course explores the era of the beginnings of global contact and trade among all continents to the present.

Course Objectives:

Students will improve their ability to analyze and evaluate evidence, and offer arguments regarding historical epochs and events.

Students will improve their critical thinking and writing skills; particularly, students will improve their ability to develop a thesis and to employ evidence to defend that thesis.

Students will gain an improved understanding of causal relationships regarding the consequences of events, decisions, actions, and trends in world history.

Students will gain an improved understanding of the study of history as a conceptual framework for understanding the past and the present as opposed to a mere accumulation of events, dates, and discrete facts. Students will also be able to explain how current ideas shape our understanding of the past.

B. Explain why this course satisfies the Component specified and significantly addresses both learning outcomes:

This course requires students to engage in historical methodology which involves assessing and creating arguments based on a variety of types of sources (critical thinking) in the context of historic cultures from around the world (social responsibility in a diverse world). Students analyze the impact of political systems, world religions, social inequalities, industrialization, and patterns of interaction and exchange over time.

Critical Thinking:

History is built on the analysis of primary source documents, and the making of arguments based on those documents. In order to satisfy the *Evidence Dimension*, HS 202 requires students to examine primary source documents, narratives, texts, and scholarly journal articles; these are critically judged and the result of those judgements inform papers, document worksheets, and test answers In order to satisfy the *Integrate Dimension*, HS 202 requires students to reach conclusions about the past based on evidence from a variety of sources. This requires them to integrate their knowledge and primary source analysis skills as they accumulate throughout the semester this appears in paper and test questions and document analysis sheets. In order to satisfy the *Evaluate Dimension*, HS 202 requires students to engage in the historical method, which involves the analysis of both the context and the content of documents. While history can be done in a number of ways, the profession coalesces around judicious handling of evidence, an accurate rendering the chronology of verifiable events in the pursuit of understanding both causality and meaning in history. Historians also apply critical analysis to the logic and veracity of arguments proposed by fellow historians in their writings and students are encouraged to engage in such analysis of all texts they are assigned to read. this is assessed through papers which include the use of appropriate evidence, and tests.

Social Responsibility in a Diverse World:

World History requires students to learn about the diverse heritage of peoples around the world. In order to satisfy the *Knowledge of Cultural Worldview Frameworks Dimension*, HS202 requires students to identify key elements of major world religions, political traditions, and economic systems that shape historic world views the era of early global trade to the present; this is assessed through tests and papers. . In order to satisfy the *Intercultural Awareness Dimension*, students will use the information they identified from the *Knowledge of Cultural Worldview Frameworks* *Dimension* and explain how these elements of cultural worldviews compare and contrast to each other. They will also explain how major ideas, traditions, and technologies spread across cultures; these explanation will be the basis of papers or test answers or in class work. In order to satisfy the *Intercultural Engagement Dimension*, HS202 necessitates the engagement with the past in the development of historical empathy; this is accomplished through immersion in the sources generated by various cultures and the stories of those cultures’ histories; and assessed by tests, papers, and in class work and discussions. In order to satisfy the *Ethical Issue Recognition Dimension*, HS202 requires students to approach questions of past decisions and past actions with a clear perspective in which the ethical issues of the times are carefully examined while students assess change of ethical standards across time. This course specifically addresses ethical issues, and changing views, regarding slavery, war, genocide, social inequalities, and religious toleration, and present their conclusions in papers, in class work, or in discussions.

C. Describe the target audience (level, student groups, etc.)

HS202 attracts a wide variety of students. There are no prerequisites for this class. It fulfills the World Cultures requirement under the Liberal Studies program.

D. Give information on other roles this course may serve (e.g. University Requirement, required for a major(s), etc.)

HS202 will fulfill a requirement for History majors (they can either take 201 or 202). This course is required for all History Education majors.

E. Provide any other information that may be relevant to the review of the course by GEC

Under the CUP proposal, HS 101, HS 102 (Western Civilizations I and II) and HS 105 (World History) are eliminated to provide a more globally balanced perspective and minimize the influence of Euro-centrism in teaching history. The new World History courses (HS201 and HS202) will include the information from HS 101, HS 102, and HS105 allowing students to understand how European history fits into the broader historical narrative of World History. Instead of just one course in World History, it will be split into two survey classes in order to cover the wide sweep of changes over time around the globe.

This is a multi-section class taught every semester by several instructors so there will be some variation in specific content as well as assessment types and frequency.

**PLAN FOR LEARNING OUTCOMES  
CRITICAL THINKING**

*Attainment of the CRITICAL THINKING Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Critical Thinking Rubric for more information on student performance/proficiency in this area. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

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| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Evidence** | Assesses quality of information that may be integrated into an argument | Type: Whole class discussions, small group activities, and/or periodic document analysis worksheets  Frequency: Regularly (approximately weekly)  Projected submission materials: document analysis worksheets  Relative Importance: part of every graded assignment in the course; exclusive of participation points this maybe 80-100% of the grade  Projected success: 85%; % based on higher level bringing smaller classes and (slightly) more advanced students; current World History success is about 70% |
| **Integrate** | Integrates insight and or reasoning with existing understanding to reach informed conclusions and/or understanding | Type: Exams, essays, and/or research papers.  Frequency: Varies by instructor  Projected submission materials: Selected questions from exams, essays, and research papers.  Relative Importance: part of every graded assignment in the course; exclusive of participation points this maybe 80-100% of the grade  Projected success: 85%; % based on higher level bringing smaller classes and (slightly) more advanced students; current World History success is about 70% |
| **Evaluate** | Evaluates information, ideas, and activities according to established principles and guidelines | Type: Exams, essays, and/or research papers.  Frequency: Varies by instructor  Projected submission materials: Selected questions from exams, essays, and research papers.  Relative Importance: part of every graded assignment in the course; exclusive of participation points this maybe 80-100% of the grade  Projected success: 85%; % based on higher level bringing smaller classes and (slightly) more advanced students; current World History success is about 70% |

**PLAN FOR LEARNING OUTCOMES  
SOCIAL RESPONSIBILITY IN A DIVERSE WORLD**

*Attainment of the SOCIAL RESPONSIBILITY IN A DIVERSE WORLD Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Rubric for more information on student performance/proficiency in this learning outcome. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

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| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Knowledge of cultural worldview frameworks** | Knowledge of elements important to members of another culture | Type: Discussions, Tests, Essays, and Research Papers  Frequency: Varies by instructor  Projected submission materials: Select questions from tests, essays, and research papers.  Relative Importance: essential to class; one way or another virtually 100% of the course grade in this class would require knowledge of cultural worldview and frameworks.  Projected success: 85%; % based on higher level bringing smaller classes and (slightly) more advanced students; current World History success is about 70% |
| **Intercultural Awareness** | Awareness of multiple cultural perspectives | Type: Discussions, Tests, Essays, and Research Papers  Frequency: Varies by instructor  Projected submission materials: Select questions from tests, essays, and research papers.  Relative Importance: This is world history course. If we follow the same standing rules from the World Cultures section (it is not clear that this is the case, but we have nothing else to go on) then Europe/Australia/North America are too western to be considered “intercultural awareness.” Under this guideline, roughly 75% of the course can be considered “intercultural” and this would be reflected in an equivalent percentage of the graded work.  Projected success: 85%; % based on higher level bringing smaller classes and (slightly) more advanced students; current World History success is about 70% |
| **Intercultural Engagement** | Being willing to engage with cultures other than one’s own | Type: Discussions, Tests, Essays, and Research Papers  Frequency: Varies by instructor  Projected submission materials: Select questions from tests, essays, and research papers.  Relative Importance: Varies by instructor. If we assume that engaging with cultures other than one’s own constitutes an actual willingness to do so, rather than it having been done under duress, then nearly 100% of the course and would have a correspondingly high proportion of the grade dependent it upon it, unless the culture must be non-western to satisfy this requirement, in which case the relevant percentage would likely drop to about 75%  Projected success: 85%; % based on higher level bringing smaller classes and (slightly) more advanced students; current World History success is about 70% |
| **Ethical Issue Recognition** | Awareness of ethical issues as they relate to cultures | Type: Discussions, Tests, Essays, and Research Papers  Frequency: Varies by instructor  Projected submission materials: Select questions from tests, essays, and research papers.  Relative Importance: Varies by instructor; virtually unavoidable part of every graded assignment in the course; exclusive of participation points this maybe 80-100% of the grade.  Projected success: 85%; % based on higher level bringing smaller classes and (slightly) more advanced students; current World History success is about 70% |

*History: Studying the Past, Preparing for the Future*

**History 202: World History Since 1400**

***Professor***

Alan Scot Willis

awillis@nmu.edu (by far the best way to get in touch with me!)

Cahodas 208DD

Coffee Hours: Tuesday 11:00-1:500; Thursday 11:00-1:00

Available by appointment

**A Recipe for Success (and not just in class)**

Be Present: of course you *will* come to class, but you should also be present in class. Class is not taking place on your iPad nor is being text-messaged to you. It's happening in real-life.

Be Open: some of the ideas and topics we will discuss will conform to ideas you've already held; but, some will be brand new and others will conflict with beliefs you already hold. Be as open to the new and the contrary as you are to the old and comfortable.

Be Careful: accept that unknowns will always exist, that it is impossible to know even most things, much less everything; in that knowledge of limitations, weigh the available evidence and arguments with care and caution.

Be Mindful: attend to the matters of the class, think them through, consider what they mean *and* what they could mean. Allow what you learn to become a part of you and a part of your life.

Be Challenged: challenges make life interesting and exciting. No matter how difficult or easy you find a task, you should always allow yourself to be challenged, and to challenge yourself. No one thinks twice when they hear "no pain, no gain" for physical fitness, yet few realize that the same is true in intellectual pursuits.

This Moment Matters: everyone will be something later, we all have the *next* thing to do; but let that wait until its time comes. For now, pay attention to what is *now* not what is *next*.

**Course Description:**

The course in World history focuses on the changing patterns of interaction among the world’s peoples from Ancient times into the modern era. The course examines these interactions in terms of trade, ideas and religion, and politics. The World History course aims to provide a framework for understanding the historical developments as interrelated phenomena and to explain the apparent disparities in today’s world in terms of their historical roots.

**Professor's Study Tip**

Some students encounter difficulties because of the sheer volume of information which is covered in this course. We do, after all, cover the entire course of human history in a matter of 15 weeks, the same amount of time which might be given to studying, say, 1968 or 1989 (just as two very recent examples). Additionally, while t he modern world is so inundated with gadgetry intended to make our work faster, easier, and better, writing by hand remains the most effective way of imprinting the information upon our minds and memories.

Step 1: write your notes by hand. Turn off your computer, iPad, iPod, and iPhone during class and use an old-fashioned pen (or pencil) and some paper.

Step 2: summarize your daily notes *by hand*.

Step 3: type your summary into a word documents, and add important place names, people, and dates; at this stage you should integrate the relevant materials from the textbook or from MacGregor’s book.

Step 4: write a *section* summary based on the daily summaries.

**Course Objectives:**

Students will come to understand Time and Chronology as Western concepts central to the study of history and the difficulties of imposing Western periodization on the rest of the world.

Students will improve their ability to analyze material, evaluate evidence, and offer arguments regarding historical epochs and events.

Students will improve their critical thinking and writing skills.

Students will gain an improved understanding of causal relationships regarding the consequences of events, decisions, actions, and trends in world history. Students will gain an improved understanding of the study of history as a conceptual framework for understanding the past and the present as opposed to a mere accumulation of events, dates, and discrete facts.

**Liberal Studies Division II Objectives**

Ability to write and communicate clearly and effectively

Ability to evaluate various forms of evidence and knowledge

Ability to engage in analytical reasoning and argumentation

Ability to see across disciplinary boundaries

Understanding the world as a diverse and interrelated community

Understanding the relationship of the individual to society and its culture and institutions

Understanding the role of the fine and performing arts and the humanities in shaping and expressing a culture’s values and ideals

**Required Texts:**

Bulliet, et. al., *The Earth and its Peoples*

**General Course Policies:**

The student is responsible for knowing what the assignments are and when they are due.

Adding the course late in the semester does not exempt students from early assignments.

The student is responsible for making absolutely sure that they have successfully completed and submitted all work for the course.

Please turn off the ringers/beepers of all cell phones and pagers.

Emails should follow proper business form and etiquette; this applies whether the email is sent to the professor of to the teaching assistant.

Students are expected to come to class on time and stay through the entirety of the class

**Students with Disabilities:**

University Statement:

If you have a need for disability-related accommodations or services, please inform the Coordinator of Disability Services in the Disability Services Offices at 2001 C. B. Hedgcock (227-1700; TTY 227-1543). Reasonable and effective accommodations and services will be provided to students if requests are made in a timely manner, with appropriate documentation, in accordance with federal, state and university guidelines.

My Statement:

I am happy to work with you and with the Disability Services Office; however, you need to notify me of the situation as early in the semester as possible. I will not lower standards or eliminate assignments as these are not *reasonable* accommodations.

**Assignment and Test Policies:**

Students are expected to finish all assignments on time. Problems must be dealt with prior to the due date.

Students are expected to properly document their assignments and to use the sources available to them via the assigned readings, EDUCAT, class handouts and class discussions. Students are expected to do some investigation for the assignments on their own; nevertheless, they should be well aware that much of the information available on the internet is worth roughly what it costs to surf the net on a computer at the public library: nothing.

*Accomplishing* the assignment--meaning fulfilling *all the required* parts of an assignment--is worth roughly a "C" grade; it is what I expect from *everyone* in the class and, therefore, it does not stand out as exceptional work. To obtain either a "B" or an "A" grade, you would need to show above average insight, additional initiative or a truly creative (but still logical and reasonable) approach to the questions and problems in the assignment.

**Getting Help on Assignments:**

I am *always* willing to help students with their assignments. I am not, however, so willing to help those students who have done nothing on their own to work on the assignment. As a result, I have two simple policies:  The following rules apply to both the professor and the teaching assistant.

1) When you come for help, you **must** first show me what you have attempted up to that point;

2) If you come for help within three class-days of the assignment's due date, you **must** have a draft with which we can work.

**Documents on Tests:** Student will be expected to be able to analyze documents on the tests, including documents *not* directly discussed in class.

**EDUCAT**

EDUCAT does not replace the class attendance in any way; looking at EDUCAT is a good idea, but coming to class remains an absolute necessity.

Reading Updates and Assignment instructions will be posted on EDUCAT in as timely a manner as possible.

You are invited to, but certainly not required to, engage in discussions on EDUCAT.

All tests and assignments are done through EDUCAT.

**Grades, etc…**

Students generally worry about grades far too much. Were it entirely up to me, there would be no grades in this or any other class. It is not, however, entirely—or even somewhat—up to me, as Northern Michigan University will expect me to assign each of you a grade at the end of the semester. All of us will be much happier people if you give grades the minimal due they are worth – your grandchildren simply will not care what you got in this course, if you even remember after graduation. Still, the university does require me to post grades for all students who remain in the course.

Your grade will be calculated rather simply, Tests will account for 50% of your grade. The tests scores will be curbed at the end of the semester; the curb will *not* be applied to each test. Assignments will account for the remaining 50% of your grade. The assignments will not be curbed.

**Special Note on Grades, Grading, and Cheating:**

You must complete all of the essays to pass the class regardless of your numerical scores. You should keep track of your own test and assignment grades, and you should keep that record until grades are posted.

The grade of incomplete will be granted only in the case of serious and prolonged medical absence. It will not be granted in cases of serious and prolonged procrastination.

Plagiarism and cheating will not be tolerated. There are several possible responses to cheating and plagiarism:

1) Automatic failure for the entire course

2) The above, plus a letter to the dean

3) The above with a recommendation you be expelled from the university.

Identifying Plagiarism:

A student will have plagiarized if they use three or more words in sequence from a source without both quotation marks and a full citation. A student will also have plagiarized if they paraphrase two or more sentences without a full citation. Furthermore, any unique word or sequence of words, no matter the length, must be enclosed in quotation marks and given a citation else their use will constitute plagiarism. Extended paraphrasing in successive paragraphs is unacceptable even with a citation.

Plagiarism also includes the borrowing of ideas without proper citation even if the wording is altered.

If you are unsure if your actions constitute plagiarism, you should ask before handing in the work. Once the work is handed in, a plea of ignorance will not be accepted as an excuse and the appropriate penalties will be invoked.

All assignments are subject to random checking for plagiarism. This may include, but will not be limited to, checking for key phrases through various internet search engines and the searching of professional “paper writing” services.

Avoiding Plagiarism;

Most obviously, do your own work!

Get a sufficient start on the assignments that you do not feel pressured as the deadline approaches. This will be much easier to do if you stay current with the readings and class discussions.

Seek help from the professor as soon as you sense trouble.

**Rough Schedule**

Age of Exploration

The Atlantic World

The Triple Revolution

Industrial Empires

Modern Globalizations

Post Script: 2015 in Toronto, Canada