

Standard Course Syllabus - the institutional template

by Joseph Manzione - Thursday, 10 January 2019, 1:05 PM

Please note: This is the syllabus that is required by the institution; the "Working Syllabus" in this section will give you course-specific information and may be more helpful for some specific questions.

"The mission of Concord University is to provide quality, liberal arts based education, to foster scholarly and creative activities and to serve the regional community (<http://www.concord.edu/academics/>)."

Course Prefix, Number and Title:

HIST 318 History of the Contemporary World

Course CRN # and Section

20420... 1AS

Semester Taught (including year): Professor:

Spring semester 2019 ... Professor Joseph Manzione

Credit Hours: Office Location:

3 CH; online courses

Prerequisites: Office Hours:

none; contact me by email should you need to arrange a personal meeting

Course Time (if applicable): Email:

N/A; manzionej@concord.edu

Building and Room Number (if applicable): Phone:

N/A; 304-384-5354 - please note that email or moodle site communications is strongly recommended if you need to contact me promptly.

Office Fax:

N/A

College/Department Website:

Department of the Humanities; <https://www.concord.edu/humanities/>

Course Description/Rationale:

An upper level course covering aspects of world history, late nineteenth through early twentieth century. Emphasis is on establishing a global economy, global conflicts, the creation (and re-creation of an international order, and ongoing issues of modernization. This course covers certain requirements for specific education degrees and for the history degree at Concord University.

Course Management System (Blackboard/Moodle or other systems):

moodle

Hardware/Software Needed (include privacy policies, if applicable):

A working computer or computational device with browser compatibility to the CU moodle site and the internet/web; access to the internet/web.

Text requirements:

The Age of Extremes: A History of the World, 1914-1991, by Eric Hobsbawm

Modern Times: The World from the Twenties to the Nineties, by Paul Johnson (revised edition)

and various reading assignments per course section

Concord University Educational Goal(s):

Specific Learning Outcomes

A functional knowledge and understanding of the basic themes of United States history from Reconstruction to the present; the ability to conduct research, analyze and compose a written summary, interpretation and argument on aspects or issues of those basic themes; the ability to transfer skills and knowledge learned in this course to other courses or to professional work.

Course Requirements

Reading, research, analysis, and writing; outlined in the "Working Syllabus".

Grading Policy and Scale, Make-up Policy, Late Work

Essays with 7-16 day lead times announced beforehand; A through F scales with underlying standard numerical scores (0 for no turn-in, 50-59 for F, 60-69 for D, 70-79 for C, 80-89 for B, 90-100 for A); no make-up or late work accepted without good, fair and documented reasons.

Course Timeline (Schedule of Assignments/Assessments/Presentations)

See "Working Syllabus".

Accessibility/Accommodations:

Concord University is committed to responding to the needs of students with disabilities as defined by the Americans with Disabilities Act. Please inform your instructor at the beginning of the class semester if you have a disability and are requesting accommodations. It is your responsibility to self-disclose that you are requesting accommodations. The University and instructor will provide you with a reasonable accommodation. You should register with CU's Disability Services Office, located in the Athens campus Jerry and Jean Beasley Student Center, Bottom Floor, across from the Campus Post Office. The Disability Services Office phone is 304-384-6086 or you can email the Director, Nancy Ellison, at

nellison@concord.edu for assistance.

Academic Dishonesty

Academic dishonesty is morally unacceptable as well as destructive to the learning and teaching atmosphere. Academic dishonesty includes the giving or receiving of improper help on examinations or assignments, falsifying documents, and plagiarism (the act of stealing and using, as one's own, the ideas or the expression of the ideas of another). Such dishonesty can lead to a variety of penalties -- including but not limited to failure of assignment, failure of course, loss of institutional privileges, or dismissal from the University. (See University Catalog Academic Policies and Procedures.)

Concord University Honor Code

A Concord University Honor Code was approved by students, staff, faculty, administration, and the CU Board of Governors. The Code states:

"As a member of the Concord University Community I will act with honesty and integrity in accordance with our fundamental principles and I will respect myself and others while challenging them to do the same."

The Honor Code is intended to unite the Concord community behind a culture of honesty, integrity, and civility.

Class/Online Attendance Policy

Regular class attendance is part of a student's academic obligation at Concord. Irregular attendance may affect academic performance adversely and is detrimental to the atmosphere of a class. (See University Catalog Academic Policies and Procedures.)

Emergency Alert System

In an effort to increase safety and security on our campus, Concord University encourages everyone to register for instant text message alerts. Alerts will only be used for security and safety notices. All students, faculty, and staff are eligible to receive text message alerts on their cell phones or email alerts. Please contact the IT Help Desk for further assistance (304-384-5291).

Emergency Information

Emergency/courtesy telephones are located at the main entrance of each residence hall and at various other locations on campus. Emergency telephones can be identified by the flashing blue light and will provide the user with a direct link to Public Safety at the press of a button. To report an on-campus emergency, call 304-384-5357 or 911. The Office of Public Safety is located on the bottom floor of the Rahall Technology Center. For further emergency information go to:
<http://www.concord.edu/administration/office-public-safety>.

Inclement Weather Policy

As a general policy, the University will remain in normal operations during adverse weather conditions. In the event of severe weather conditions, the following may occur:

University Closure No students or employees are to report. Classes Cancelled Students do NOT report BUT employees are expected to report to work at their normal time. Operating on an Inclement Weather Delay Under this schedule, all 8 a.m. classes will start at 10 a.m. Students and faculty will follow the Inclement Weather Schedule. (See <http://www.concord.edu/emergency-alerts> for Athens/Beckley Inclement Weather Schedules.)

*Announcements invoking the late schedule or other options referenced above are aired on area radio and television stations and are sent as text and email messages to those enrolled for this service.

Student Conduct

In classrooms, online, laboratories, and during any activities that are part of course requirements, students are expected to observe reasonable rules of conduct.

Sexual Harassment & Assault

Federal law, Title IX, and Concord University policy prohibits discrimination, harassment, and violence based on sex and gender (Including sexual harassment, sexual assault, domestic/dating violence, stalking, sexual exploitation, and retaliation). If you or someone you know has been harassed or assaulted, you can receive confidential counseling support through the Concord University Counseling Center (304-384-5290). Alleged Violations can be reported non-confidentially to the Concord University Title IX Coordinator at 304-384-6327 or titleix@concord.edu. Reports to Campus Security can be made at (304-384-5357). As an employee at Concord University, I am a mandatory reporter which means I must report any sexual misconduct I am made aware of. This includes verbal or written (such as in an assignment) disclosures of sexual harassment or sexual assault.

Technology Services

Contact the CU Help Desk at extension 5291 from campus or 304-384-5291 off campus. You may also e-mail cuhelpdesk@concord.edu.

Syllabus Disclaimer

"This syllabus is subject to change based on the needs of the class. Please check it regularly."

Miscellaneous:

See "Working Syllabus"

"Working Syllabus" - or what you need to know to get started

by Joseph Manzione - Thursday, 10 January 2019, 1:25 PM

HIST 318 History of the Contemporary World

Dr. Joseph Manzione

Department of the Humanities (<http://www.concord.edu/humanities/node/1>)

Spring semester 2019

Hello and welcome to the online version of HIST 318, "History of the Contemporary World". Understand up front that this is an intensive reading and writing experience; if this introductory syllabus strikes you as too long, you'll want to consider your approach to the course. Also, there are no exams or quizzes in this course. The assignments consist of analytical, interpretive essays, based on assigned primary and

secondary sources, documents, visual or audio materials, and your own research.

There are a number of things you'll need to understand about this course, before you begin:

(a) The course covers the modern period in world history, from the end of the nineteenth century to the present day. Emphasis, however is placed on the period 1914-1991, from the beginning of the First World War to the end of the Cold War. The is divided into topical sections that reflect the major themes and events in a series of chronologically-arranged time-frames.

(b) **IMPORTANT:** In this course, we approach modern world history just as professional historians do -- and NOT as a series of interpretative or story-telling lectures augmented by a textbook. Meaning that you will be doing research on the course moodle site, on the web and/or in the library throughout the semester, identifying and examining documents, photographs, film/video, and primary source materials relevant to the topics and to your graded essays. This is what historians do to generate analyses of history; this is what you will be doing here. Many of you will be going on to teach history in public and private schools; it's a good idea to get your hands on doing the real thing before you're turned loose on your own students.

(c) To get you started and create guideposts for successfully completing the assignments, in each topical section I've included a list of concepts and/or events that you must define and understand in order to complete the assignments successfully. There's nothing mysterious about these concepts and events; they represent the basic themes or explanations for what's happening during the period you're studying, and they're easy to find in the readings, on the web, or in the library. You will be using them in your assignments.

(d) I've also included a large selection of primary sources and secondary commentaries in each topical section: documents, publications, film, and photographs from various institutions, including the Library of Congress, the National Archives, the US Department of State, and various university special collections, etc. (A primary source is a document, film, photograph, etc. contemporary to the events it is related to, such as the Emancipation Proclamation, or Jacob Riis's photographs of the poor in 1890s New York City. A secondary source is document, film, work of art, etc., produced after the period it concerns, but relating to that period -- such as any book on history by a historians, or any video you might see on the History Channel.) These sources and commentaries are required reading and will help you define concepts and events and complete assignments. They are the foundations of the course. Some of the documents are long; where appropriate I've instructed you to scan the document, read parts of it, and

use it as a resource.

(e) Remember, however, that you are also required to go further and do some of your own research -- in addition to what I've provided. The assignments appended to the topical sections will explain what is required.

(f) Obviously this approach requires a lot of initiative and careful management of your time and resources. Here, I can help, because the assignments will be scheduled to be due on particular dates during the semester, and will not be accepted after those dates.

(g) I do not mind students discussing their research, the materials assigned, or the assignments among themselves or in groups, in fact, I encourage such discussions. You are, of course, expected to complete your own assignments; everyone knows what plagiarism and cheating are -- or should. Feel free to use this forum to discuss course issues if you like.

(h.) Again, there are no exams in this course, nor are there "projects". All assignments consist of analytical and critical essays that make extensive use of the concepts and events you've defined, the source material I've given you, and your own outside research. Your assignments will be graded on the following criteria:

-- the amount of obvious effort in the assignment

-- the cogency of your analysis and arguments

-- the use of evidence, both given in this course and what you've found beyond it

-- the coherence and quality of your presentation.

To get started, my recommendation is that you go to section 1 on this moodle site, read the introduction, look over the printed source materials, watch the films, look at the photos, and then begin the process of defining the concepts for yourself. Defining the concepts will give you ideas about what is going on and a general structure within which to talk about events; the assignments are designed to encourage you to write your own interpretations and explanations. This approach will hold for all sections in the course; how you approach section 1 will be the same as how you would approach sections 2, 3, 4, etc.

(i) This course has two textbooks, which will be very useful for giving you a larger perspective and context into which to place the documents, film, recordings, photos and other sources you're dealing.

The Age of Extremes: A History of the World, 1914-1991, by Eric Hobsbawm

Paperback: 627 pages

Publisher: Vintage; 1st edition (February 13, 1996)

Language: English

ISBN-10: 0679730052

ISBN-13: 978-0679730057

Any edition or publication of this book is fine.

As of January 10, 2019, you can find this book in .pdf form at two sites:

<https://bibliotecadaluta.files.wordpress.com/2017/08/eric-hobsbawm-the-age-of-extremes-1914-1991.pdf>

<https://libcom.org/files/Eric%20Hobsbawm%20-%20Age%20Of%20Extremes%20-%201914-1991.pdf>

Modern Times: The World from the Twenties to the Nineties, by Paul Johnson

Paperback: 880 pages

Publisher: Harper Perennial Modern Classics; Revised edition (August 7, 2001)

Language: English

ISBN-10: 0060935502

ISBN-13: 978-0060935504

Make sure you get the revised version, and not the earlier "from the twenties to the eighties" version.

As of January 10, 2019, you can find a .pdf version online at

https://archive.org/stream/ModernTimes_305/42024947-19032115-Johnson-Paul-Modern-Times-the-World-From-the-Twenties-to-the-Nineties-Revised-Edition-Harper-Collins-1991_djvu.txt

You are responsible for reading both. Each essay question will include relevant chapter headings from these books. If you have questions about what you should be reading, feel free to ask. Understand, however, that both books are assigned for two reasons. First, they can give you broad context and detailed familiarity with the general issues, but they cannot substitute for the assigned documents and materials in each section. Try writing your essay strictly from the books and you likely won't do very well because you won't have necessary details, evidence, balance and nuances. Conversely, try writing your essay strictly from the documents, or from an online general reference site on history, and you probably won't do well either - for similar reasons.

Second, the "take" or "approach" of these authors are probably very different from the histories you might have read in school or may be assigning in your own classroom. That's deliberate on my part. Both authors are British, not American - and their approach to international history and the American role in it are often very different from common American perspectives. Hobsbawm is a Marxist who sees history through the prism of the European Left; Johnson is a conservative Tory, who views the same issues through the prism of the British Right. Both books are well-written and researched, and remain highly controversial. I don't agree with either author in many instances; I agree with both or either on many other matters; I'm neither a British Marxist nor a British Tory. But that's not the point. The point is - since this is a course on international history - to introduce you to a small sampling of diverse views that you wouldn't normally get in mainstream American culture and education.

Final bits of advice:

In addition to the provided documents and the textbook, you are strongly encouraged to do additional research, as your needs, time and inclination allows you. (At minimum, you will certainly have to look up a number of the concepts provided in each of the course sections.

Feel free to share information with other students or ask questions if you're "stuck", but understand

that part of this course is about developing your own research skills; don't rely on others to define the concepts and events for you.

Essay assignments relating to each section in the course will be released on this forum each week. Along with the assignment you'll be given detailed information on times due, what is expected, and advice on how to proceed.

This course was created on the moodle server using Windows 7 running on an Intel I7 desktop computer platform. So long as you have common, up to date add-ons such as Flash, Real, and Windows Media, links and material should work with Windows platforms and Mac platforms with common Windows emulators.

I've tested the course on an Android cell phone platform using a standard emulation browser. Everything works except for certain sound files that are not MP3 encoded. I have not tested the course on an I-Phone.

You may contact me directly through the moodle medium, or you can use my CU address:
manzionesj@concord.edu

JM

contact information - how to contact the instructor directly

by Joseph Manzione - Monday, 7 January 2019, 7:48 PM

Contact information for the instructor follows:

Dr. Joseph Manzione, professor of history

e-mail: manzionesj@concord.edu

telephone: 304 384 5254

office: Admin 233; office visits by arrangement

The best way to get in touch with me for this online course is by e-mail or within the moodle framework, as I will be on campus intermittently during the semester. I will respond within 24 hours; if I don't, I did not get your e-mail; please try again. Use your concord.edu e-mail account if possible; sometimes the CU system filters out e-mail from accounts such as Gmail or Hotmail.

Notes on course assignments and requirements

by Joseph Manzione - Monday, 7 January 2019, 7:50 PM

From prior experience, a number of issues regarding the course essay assignments should be clarified up front:

(a) There are no exams, quizzes or projects in this course, only analytical essays requiring the use of the assigned materials to examine specific historical issues relating to ancient civilizations.

(b) The concepts and events referenced in each section of the course are defined, discussed and/or exemplified in the documents and sources. Some, however, may require a little more digging, and that's where additional reading or research online or in the library can help. Please feel free to share information with other students or contact me if you're "stuck", but understand that part of this course is about developing your own research skills; don't rely on others to define the concepts and events for you.

(c) The essays directly cover what's in the assigned documents, sites and other materials; you must use them in your essay and demonstrate that you have read through them. You can't expect to do well by merely "writing out of the textbook" or exclusively using an overview site online; for one thing, that approach falls dangerously close to plagiarism.

(d) These essays do require citations -- end- or footnotes and a bibliography. And yes, you should cite the documents furnished for the course itself. The rationale here is that virtually all of you are here to become professionals, and professionals in many fields often write papers and memos where citations are necessary -- so now is the time to figure out how to do it, and to practice. With that in mind -- I do not require any particular citation system. Any recognized citation system will serve: APA, MLA, CMS, etc. My advice is to find out which system your major uses and go with that one; that might be most practical for you. If you have not used a citation system before and don't know how, go to Purdue OWL online (<https://owl.english.purdue.edu/owl/>) and navigate to the "research and citations" page (<https://owl.english.purdue.edu/owl/section/2/>). You should be able to find what you need there to get started.

(e) Each essay question will include a fairly extensive explanatory section, along with a number of "helpful hints". You will have at least seven days to complete each essay, and likely more.

(f) Finally, I read rough drafts and give feedback. Take advantage of this option if you're having trouble with an essay assignment.

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