

History 1112: Survey of World History/Civilization II, 1500 to the Present

Spring 2020 (January 6—February 28)

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Office Hours:

I will be available for online office hours (conducted via email, skype or Google groups) Monday 1:00 pm to 5:00 pm, Tuesday--Friday 11 am to 1:00 pm (these hours may vary from week to week—I will provide announcements through Course Den if the hours will be different for a particular week). I will respond to emails usually immediately if sent during these office hours, but at a minimum within 24 hours except on weekends when it may be 48 hours.

If you need to speak with me in person, the best way is to send me an email first with your contact phone number and a good time to call you.

Key Dates: Withdrawal "W" period begins on January 11 for Session I courses.

Students who withdraw from a Session I class between January 11th and January 31st will receive a grade of W.

Required Texts

There is no required text to purchase for this course:

All of your assigned readings can be accessed through Course Den. In the Content section, you will find six content modules with links to readings which are to be found in modules entitled "Assigned Secondary Chapter Readings" and "Primary Source Document Readings." Unless indicated, all readings or links to readings will be found in these Course Den modules.

PLEASE TAKE NOTE--Attendance and Class Roll Verification Requirements:

There are attendance requirements for online classes. You must verify your attendance in the class by performing three tasks by Saturday January 11. You must take the student/syllabus contract quiz (found in the Quizzes section of Course Den), submit an introduction to yourself and respond to two classmates' introduction (found in the Discussion section of Course Den and a link is in the Introduction Module in Course Den). If you have not done so by 11:30 pm on January 11, and have not notified me with a documented excuse, you will be dropped from the class.

Purpose of the Course:

The course is designed to introduce students to selected topics in the history and heritage of World Civilizations and to the profession of history. We will survey major political, economic, social, and intellectual developments in world history from 1500 to the present, with a particular focus on the topics identified in the weekly schedule given below. Students will gain a chronological sense of major historical events and movements as well as an understanding of why and how they took place.

The course will examine the histories of specific civilizations, cultures, and world regions, but

also study the interactions of these peoples and societies over time, wherein lie the roots of today's global interdependence. Students will compare ways of life, cultural expression, and forms of basic institutions in separate cultures, and try to understand the factors which have produced both commonalities and differences in human societies. There will be an emphasis on the achievements and impact of Western civilization, from which our own American society is derived, but we will be examining it in a global context, seeking interconnections and exchanges between the West and the rest of the world. **This is an accelerated 8-week version of HIST 1112, which means that the course represents only a limited selection of topics, cultures, and regions.**

The course will also introduce you to the process of historical study and the variety of ways in which historians attempt to understand and depict the past. You will learn to identify and distinguish between primary and secondary sources of historical knowledge and understanding. For each content module, you are assigned both secondary and primary source readings—the secondary are textbook chapters written by contemporary historians about the past, and the primary are written and visual sources composed at the time of the events we are studying in a particular module. A major emphasis is going to be put upon evaluating various types of sources and methodologies for studying world history, particularly the use of film, primary source documents, visual artifacts and material culture. One goal of using these types of sources to study the past is to help us recreate in our minds visual and personal images of the past, and cultivate within us a healthy historical imagination. We will examine how the depiction of the past may differ depending on the perspective of the storyteller, and how historical memory changes over time. History lies all around us, and we want to learn to appreciate it and engage with the past in the form of historical artifacts, remains, public spaces, memorials and museums. In addition to studying history, you will develop critical thinking and communication skills, and learn to effectively interpret, compare, criticize, and question important issues of both past and present.

Learning Outcomes:

- 1) Students will demonstrate the ability to understand the political, social, economic, or cultural dimensions of world history.
- 2) Students will demonstrate the ability to think historically through a comprehension of causal relationships and patterns of change and continuity over time; and through awareness of the social significance of ethnicity, gender, race, and class in historical events and study.

Online Expectations:

This course is a 100% online course using Course Den and your computer as the delivery medium. You are not required to attend class face to face. Class activities, including quizzes, the three tests, and all assignments will be done online. There will be no proctored exams for this course. You are expected to download online materials, watch documentary or assigned films, and complete written assignments to be submitted into Course Den. Therefore you will need to have a computer with internet access in order to log into Course Den, and watch YouTube video clips.

You should be prepared to check into our online classroom at least 3-5 days per week and expect to be working online a minimum of 8 hours per week.

COMPUTER ACCESS: It is highly recommended that you have regular (daily) computer access, preferably a home computer with broadband Internet access. This course can be completed using public computers at UWG or other public access areas. However, be aware that using public computers may create a hardship. All course requirements remain the same whether your computer access is public or private (home).

TECHNICAL SKILL REQUIREMENTS: You should be comfortable with the following:

- using a word processor (changing font, spell check)
- using presentation software (i.e. PowerPoint)
- using email for communication
- sending an email attachment
- navigating the Internet
- installing software on your computer in the event that you do not have PowerPoint

Online Help:

Have questions about our classroom navigation? Email me at emcclarn@westga.edu

I am available via email to answer any questions you may have about the texts, videos, documents, power point slides and the course in general. If you need to speak with me in person, then send me an email with your phone contact number and a good time to call, and I will phone you.

Have questions about getting into Course Den? Contact the helpdesk:
Have questions about getting into Course Den? Contact the helpdesk:

UWG|Online HelpDesk (M-F 8-5pm) Phone: 678-839-6248

Their Email: online@westga.edu

[24/7 Helpdesk](#)

Grading:

The learning outcomes will be assessed through a combination of examinations, quizzes, written assignments and discussions:

Grading Assignment	Weight (Percentage of 100)
Exam #1	25
Exam #2	25
Exam #3	25
History 1112 Assessment Essay	5
Class Participation/Discussion Threads/Quiz and Writing Assignments	20

Grade Scale

A = 90% and above

B = 80-89 %

C = 70-79%

D = 60-69%

F = below 60%

The class will consist of six content modules. For each module there are assigned secondary and primary source readings, all of which can be accessed through Course Den, power point slides, and videos to be watched. Each module has participation activities that will be based on the assigned readings and documentaries. For each there will be a Quiz/Writing assignment that you will take through the Course Den Quizzes tab, and a Discussion that you will engage in through the Course Den Discussion tab. For the last module, Module Six, instead of taking a quiz, you will write an essay that will be submitted to the Course Den Assignment Folder set up for it, "History 1112 Assessment Essay." You will be examined three times, each one covering two content modules.

I. Examinations:

You will have **three exams over the course of the term; each are worth 25% each of your final grade.** Each exam will consist of two parts, one with true/false and multiple choice questions and a second part with short answer questions. All three exams will be taken in the Course Den Quizzes section. Each exam has a specified time frame within which you are required to take the exam. If you fail to take the test by the given deadline for any reason, unless those that are properly documented, you will receive a 0 for that exam. For those of you who miss an exam for properly documented reasons, you should make arrangements with me as soon as possible for a make-up exam. Failure to complete that make-up exam within one week's time of it being scheduled will result in a 0.

Please note that the plagiarism detector will be turned on for all submissions. Plagiarism of any kind will result in an F for the assignment and the class. More information on these exams will be given in the Course Den modules labeled "Test Instructions."

II. Class Participation: Discussion Threads and Quiz/Writing Assignments

Guidelines for Discussion Threads

Discussion Threads--For each course module (except for Module Four), you will have one discussion activity based on that week's course material. You will receive a separate grade for that discussion, which will be applied to your class participation grade. Discussion activity assignments are community discussions about specific topics that include individual postings made by you and responses to two other student postings. Postings should relate directly to the topic and seek to answer the questions posed for each discussion thread.

For every discussion you are required to submit an initial posting of at least two solid paragraphs, and then respond with at least a paragraph of commentary to two other student's posting. You must first make your initial posting before you will be able to view other students' postings and comment on them.

Your initial posting must be at least 350 words in length, and then you need to respond to one other student's posts with at least 100 words for each response.

Avoid postings that are limited to 'I agree' or 'great idea', etc. If you agree (or disagree) with a posting then say why you agree by supporting your statement with concepts from the readings or films by bringing in a related example or experience. Address the questions as much as possible (don't let the discussion stray). Use quotes from your readings or examples from the films that support your postings. Include page numbers when you do that. Build on your classmates' responses to create threads. Bring in related prior knowledge (work experience, prior coursework, readings, etc.) **The more facts and examples you cite from your readings or assigned documentaries, the more points you will receive.**

Discussion postings have two deadlines: one for the initial posting and one for your two comment postings. Each initial posting for the six discussion threads is due by a specified date by 11:30 pm, and all comment posts are due by a date two to three days later at 11:30 pm. Pay attention to the deadlines specified for each individual discussion thread. Please make sure that you plan accordingly. Additional details will be provided for each assignment in the discussion section and in the Course Den module "Discussion Threads."

Please be respectful of your classmates in this discussion. Opinions are opinions, and everyone has a right to theirs. That said, if you cross the line, you will be removed from this conversation.

Do not just express opinions; develop an argument and cite specific facts and examples to back up your statements. You will get more points if you bring into your posts information drawn from your readings and from assigned documentaries.

Don't forget to **proofread**, because you will be graded on grammar and style. That means that misspelled words and incorrect grammar will cause point deductions. If you use direct quotes or paraphrase, make sure that you **cite your sources**. You should cite the particular reading or document that you are drawing from in composing your responses. Show me that you are basing your expressed view or interpretation based upon a reading, and provide concrete facts and examples to back up your expressed view. To do so, you may cite the source in parentheses in the text of your response. Provide the name of the author, title of the chapter or document, and page number when given. If you are drawing examples from a video, then give the name of the video and the approximate time of the segment when the fact or example you are using is presented.

Etiquette:

While you probably know how to be professional and polite in a face-to-face discussion, there are certain guidelines for online interaction that you might not be aware of. Here are some tips regarding online etiquette or "netiquette" when interacting with your instructor and fellow students online.

- Spell check your writing and consider your tone before posting. In some cases, you will not be able to modify your comments after you post.
- Add your comment in the right place. If you're responding to Jane Doe's comment, make sure her comment is the one you see when you click the "reply" button.
- Change the subject line of your post to something that reflects your specific contribution. This will make it easier for people to follow up on discussions that are of the most interest to them.
- Add something new and justify your position. When responding to others' comments, don't just say, "Yeah, I agree." Instead, say, "Yes, but we also need to consider..." Or, "I don't agree because..."
- Don't use capital letters to emphasize text. This is equivalent to shouting in person and it can make text difficult to read. To emphasize a word, phrase, or idea, use italics, bolding, or place an asterisk before and after the text.
- Avoid offensive language, off-color jokes, and personal attacks. Make comments about ideas, not people.

Each Online Class Discussion will be graded as follows:

- 95: completed assignment as described with no additional comments
- 80: completed majority of the assignment but did not complete it 100%
- 70: attempted 50% of the assignment
- 60: posted initial comment but did not comment on classmates' posts
- 0: did not attempt assignment

You will receive one additional point for every comment made beyond the assignment requirements. Failure to post within the given deadlines will result in a deduction of points, and late posts will not be accepted.

For example, if you make your initial post and comment on 2 classmates' posts, and fulfill the stated requirements of answering the specified questions and using assigned materials as the basis for your discussions, plus you cite specific facts and examples from your readings in your postings, this qualifies as the bare minimum required of you and your class participation grade for that assignment will be a 95. Students who participate more than the minimum required will receive additional points. For example, let's say you make your initial post, but comment on 5 classmates' posts, and respond to a separate commenter on your original post. You will receive a 99 for that assignment. (3 points for 3 additional comments on classmates' posts and 1 additional point for your response to a comment made to your original post).

Comments made after posting deadlines will not be counted, and comments not fulfilling comment requirements will not be counted either. Furthermore, **weekly discussions cannot be made-up in the event of any missed deadline, so plan accordingly.** See the Course Overview Module for more information on Class Participation Guidelines and Grading.

Quiz/Writing Assignments: For four of the content modules, you will take quizzes based on your assigned secondary and primary source readings. Three of the modules have two quizzes each, one module has only one quiz, and two modules do not have a quiz. These quizzes will include multiple choice, true-false, short answer and paragraph response questions. These quizzes are designed to help you test your understanding of the readings and identify the main themes that you should be focusing on in order to prepare for the examinations. You will be asked to engage with the materials analytically and creatively. Some of the quizzes will include questions that will ask you to use your historical imagination and turn yourself into an historical character describing your life or your participation in key historical events. The quizzes can be considered open book, and you are allowed to use your assigned reading materials to answer the questions. But you are expected to do your own individual work and to use **NO OUTSIDE SOURCES** in your responses, just the documents themselves and your assigned textbook chapters.

EACH OF THE QUIZZES HAVE DEADLINES. BE SURE TO TAKE EACH QUIZ BEFORE THE STATED DEADLINE. You will be graded mainly for participation based on your taking the quizzes. You will get points just for doing them, regardless of your score. But participation points will also be based on your scores so you will receive more points if you do well on the quizzes.

In time for each examination I will open the quizzes up so you can see the correct answers for the multiple choice, true-false and short answer questions. You should study the quizzes as a way of preparing for each of your three exams.

History 1112 Assessment Essay:

Instead of a quiz, the last module, Module Six, will require you to write a History 1112 Assessment Essay, and it will be graded on a separate rubric, which is explained at the end of this syllabus and in the Course Den module "Course Overview."

Purpose of the Essay: As part of the general education of every UWG student, this course aims to teach students to understand the political, social, economic, or cultural dimensions of world history. The purpose of this assignment, in part, is to measure the extent to which students in all sections of this course have learned what we have been trying to teach. We will collect and analyze essays from all sections in order to find ways to help future students learn this material more fully.

Essay question: As you reflect back on what you have learned about the development of world history from 1500 to the present, in your view, what was one of the most important political, social, economic, or cultural developments during this long time period? Explain how and why this development emerged, how it changed (or didn't change) over time, and how it shaped world history. Please organize your essay chronologically, but with a clear thesis statement and arguments supported with evidence from specific facts and concepts that you learned in this course. Your essay

should be at least three paragraphs long – though feel free to write a longer essay if you would like.

It will be graded pass/fail. A paper that is deemed to be a good faith effort and engages with the material we have studied this semester will receive a passing mark and thereby earn an “A” for this assignment. A paper that identifies a key development but offers little explanation of how it shaped world history or evolved over time will receive a passing mark but earn a “C” for this assignment.

A paper that is not deemed a good faith effort, that makes little or no attempt to answer the assignment question, that has not been proofread, or is not of suitable length will be a “fail” and will receive a zero.

This HIST 1112 Assessment Essay is due in the Course Den Assignments Folder by 11:30 pm on February 29.

Policies

A Note about Submitting Assignments to Course Den

ASSIGNMENT FORMAT: Please submit all written assignments with the following format:

- MS Word, double-spaced with standard 1" margins
- NO double-spacing between paragraphs
- Size 10 or 12 font, black text
- parenthetical references of (Name of text or source, Author, page number if given or URL if not) for all paraphrased or directly quoted information
- **NO OUTSIDE RESEARCH IS ALLOWED:** use only the assigned materials for the course.

SUBMITTING ASSIGNMENTS LATE OR OUTSIDE COURSE DEN

I will not accept assignments by email, so please do not send them to me there unless you have received permission from me to do so. Late assignments submitted after the scheduled deadline will not be accepted unless you have a properly documented excuse. **Late assignments submitted without proper documentation will receive a 0.**

IN THE EVENT OF TECHNICAL DIFFICULTIES

It is **your responsibility** to see that your assignments have posted to Course Den properly and your quizzes and examinations submitted. Please check to make sure that your assignment and/or quiz was uploaded correctly and appears in the appropriate folder. I cannot grade your work if it is not there, and I will not be checking with you to see if you have completed the assignment.

In the event that you are having computer/wifi difficulties, please find an alternative source. **Please do not wait until the last minute to take quizzes/tests and submit assignments.** You are submitting items over the Internet, and the Internet

can be problematic and go down. There are many things that can go wrong in the path between your computer and Course Den. Technical problems related to computer connections or equipment cannot be used as an excuse for failure to complete assignments or to participate online. **It is your responsibility to locate the computer hardware, software and Internet connections necessary to stay connected and current with your course work online.** Please be aware of alternate Internet connections and computers available through college computer labs, college Learning Resource Centers (libraries), the public library, and any friends, relatives, or neighbors and access them if my personal computer equipment is not working.

REMEMBER THAT FOR ALL QUIZZES AND TESTS TAKEN IN COURSE DEN, YOU MUST START AND COMPLETE THE QUIZ/TEST WITHOUT PAUSING—YOU CANNOT SAVE AND COME BACK AT A LATER TIME TO FINISH.

Attendance and Class Roll Verification Requirements:

There are attendance requirements for online classes. You must verify your attendance in the class by performing three tasks by Monday January 11. You must take the syllabus/student contract quiz (found in the Quizzes section of Course Den) and submit an introduction to yourself in the Introduction Discussion Thread topic (found in the Discussions section of Course Den), and then respond to two classmates' postings. If you have not done so by 11:30 pm on January 11 and have not notified me with a documented excuse, you will be dropped from the class.

Cheating Policy and Plagiarism:

I expect each student to understand and to comply with the University of West Georgia's policies on Academic Honor and Academic Dishonesty. They may be found in the Student Handbook, on the web at <http://www.westga.edu/documents/catalogs.php>. Plagiarism, or claiming someone else's work as your own, will result in failure. This rule is in effect for all assignments, examinations, quizzes, and extra credit work. Any assignments given in class must be written in your own words, and will not consist of information found on the internet or from any outside source unless cited. This includes paraphrasing, which may not be taking a passage word for word, but certainly does not give credit to ideas and/or information.

All assignments will be turned into Course Den and will be monitored by the Turnitin.com feature in Course Den, which gives me the percentage of the paper that has been plagiarized as well as from where the offending passage was taken. If you plagiarize, you will automatically fail the course. Your name will be forwarded to through the appropriate channels, and I will recommend that UWG administration take action. Plagiarism is a serious offense and it can lead to your expulsion and/or suspension from the University.

Student Rights and Responsibilities:

For important policy information, i.e., the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review [Common Language for Course Syllabi](#). Additions and updates are made as institution, state, and federal standards change, so please review it each semester.

DISABILITY SERVICES AND ADA (Americans with Disabilities Act):

The Office of Disability Services will help you understand your rights and responsibilities under

the Americans with Disabilities Act and provide you further assistance with requesting and arranging accommodations. If you need course adaptations or accommodations because of a disability or chronic illness, or if you need to make special arrangements in case the building must be evacuated, please notify me at my West Georgia email address by the end of the second full week of class and attach a PDF copy of your SAR (Available from the Office of Disability Services).

ADDITIONAL NOTE: I RESERVE THE RIGHT TO MODIFY THIS SYLLABUS AT ANY TIME DURING THE COURSE OF THE TERM, PARTICULARLY REGARDING THE COURSE READINGS, ASSIGNMENT, AND EXAM SCHEDULES. IF I NEED TO MAKE MAJOR CHANGES THEN I WILL ISSUE A NEW OR REVISED SYLLABUS.

Tentative Course Outline and Readings Assignments

Introduction Module: January 6—January 11

First, familiarize yourself with the course:

- Check in to Course Den on a daily basis and look in particular at the Announcements page. I will frequently make announcements and communications to you through the Announcements page.
- If any student has a Student Accessibility Report (SAR) from Accessibility Services for submission, please send that paperwork to me THIS WEEK! They should provide you with an e-Version of your SAR, and you can just email that to me. For more information, please visit UWG's [Accessibility Services](#) Counseling Center in 123 Row Hall, call them at 678-839-6428 or send them an Email: counseling@westga.edu
- Read the Syllabus!!!
- **Take a tour** of our course and acquaint yourself with each of the modules in Course Den. Pay particular attention to the Content Modules: Introduction, Content Modules One to Six, **Assigned Secondary Text Readings and Primary Source Document Readings. Also read through the Course Overview Module and the** Discussion Thread Topics and Materials.
- **Read through the Power Point Slides in the Introduction Course Den module (Introduction to World History)**
- Read the file How to Read Primary Sources found in the Introduction Module. If you do not understand the difference between primary and secondary sources, please email me at emcclarn@westga.edu!!!

Initial Required Participation Assignments (necessary to verify attendance in the class!!!!)

- **Introduce yourself** to the class! Go to the Introduction Discussion Thread and submit a posting telling your classmates about yourself. Then read at least two classmates' introductory postings and comment on them. See

Discussion Forums for details. The deadline for the initial posting is Wednesday January 8 by 11:30 pm and for the two comment postings the deadline is Saturday January 11 by 11:30 pm

- **Complete the Student Contract Quiz** in the Quizzes section of Course Den. This quiz (it will test your reading of the syllabus and the How to Read Primary Sources material as well as clarify your understanding of what the course will involve) will count towards your class participation grade. **Failure to take this quiz by 11:30 pm EST, Saturday, January 11 will result in the deduction of 10 points from your first graded assignment. If you neglect to do these initial assignments, you will be dropped from the class!**

BE SURE TO INTRODUCE YOURSELF AND TAKE THE STUDENT CONTRACT QUIZ BY SATURDAY JANUARY 11 TO VERIFY YOUR ATTENDANCE IN THIS CLASS

Content Module 1: January 11—January 16 European Exploration and Conquest, European Politics and Culture

We will get right to business with our look back into the world's past. This week we will be examining the expansion of Europeans across the globe after 1500 as seafaring explorers, merchants, missionaries and conquerors. We will see how before 1500 Europe played a minor role in the Afroeurasian trade world because it did not produce many products desired by Eastern elites. Nevertheless, Europeans sought to tap into the goods and wealth of Afroeurasian commerce, and as the economy and population recovered from the Black Death, they began to seek more direct and profitable access to the Afroeurasian trade world. We will seek to evaluate the consequences of European oceanic expansion, and understand the differences in terms of how the European engagement affected the Americas, Africa, Asia. We will explore the Columbian Exchange of plants, animals, disease pathogens and peoples that began with Columbus' voyages and soon became a global phenomenon, and the emergence of a truly **global trading system** and its impact

We will trace how these voyages have a significant impact on European monarchs, who used the voyages to build up their treasuries and further consolidate centralized power, generally in the form of absolute monarchies, though in England and the Netherlands constitutionally-based governments emerged. We will see as well how the voyages helped stimulate new intellectual movements based on reason, observation, and experimentation known to history as the Scientific Revolution and the Enlightenment.

Course Work Assignments:

Module One Reading and Viewing Assignments (January 11 – January 16):

Read: Assigned Secondary Text Readings, two chapters:

- 1) "Contact, Commerce and Colonization," in Elizabeth Pollard, et al, *Worlds Together, Worlds Apart*, Vol. 2 (WW. Norton and Company, 2014), 439-476 and

- 2) “Absolutism and Enlightenment in Europe, 1600-1763,” in Edward H. Judge and John W. Langdon, *Connections: A World History*, Volume Two (Vantage Books, 2009), 581-605
- [Scan through and Watch:](#) PowerPoint slides for each chapter, the assigned video clips for Module One.
- [Read: Assigned Primary Source Document Readings:](#) (all are contained either in your assigned chapter readings or in the in module “Primary Sources Document Readings”

From the chapter "Contact, Commerce and Colonization," read

- “Portuguese Views of the Chinese,” p. 448
- “Cortés Approaches Tenochtitlan,” p. 454
- “Silver, the Devil and Coca Leaf in the Andes,” p. 461
- “Commentary on Foreigners from a Ming Official,”
- Also from this chapter, **though these are not primary sources**, be sure to read the material in the boxes: Analyzing Global Developments: “The European Conquest of the Americas and Amerindian Mortality,” p. 456 and Current Trends in World History: “Corn and the Rise of Slave-Supplying Kingdoms in West Africa,” p. 458-459

From the chapter "Absolutism and Enlightenment in Europe," read

- Primary Sources found in your chapter reading “Absolutism and Enlightenment in Europe, 1600-1763”:
 - Documents 24.1 John Locke—Excerpts from The Second Treatise of Civil Government; p. 547
 - Document 24.2 Montesquieu—Excerpts from The Spirit of Laws; p. 548
 - Document 24.3. Jean-Jacques Rousseau—Excerpts from The Social Contract, p. 550
- *From the Course Den module "Primary Source Document Readings, read*
- *Documents in the Case of Galileo: Indictment, Sentence and Abjuration of 1633, available in Course Den module “Primary Sources Document Readings)*

Module One Participation Assignments:

Module One Quiz A on Readings "Contact, Commerce and Colonization,"

Complete by Thursday January 16 by 11:30 pm **Module One Quiz A**. Access this in the Course Den quizzes section. It will cover the readings listed above, especially the primary sources. You may consult the readings to take the quiz, but answer in your own words (do your own work individually). The quiz opens Wednesday January 8 at noon.

Module One Quiz B on Readings "Absolutism and Enlightenment in Europe," and Documents in the Case of Galileo

Complete by Thursday January 16 by 11:30 pm **Module One Quiz B**. Access this in the Course Den quizzes section. It will cover the readings listed above, especially the primary sources. You may consult the readings to take the quiz, but answer in your own words (do your own work individually). The quiz opens Wednesday January 8 at noon.

Module One Discussion Thread: Contribute to **Module One Discussion Thread** on Evaluating the Age of Exploration and the "heroism" of European explorers. See the Module One Discussion Forum for details. Deadline for the initial posting is **Monday January 13 by 11:30 pm**. Deadline for the two comment postings is **Thursday January 16 by 11:30 pm**

Do you have any questions? Please

- email me preferably at emcclarn@westga.edu
- Have questions about this week's material? email me

Module Two: January 17—January 21 Growth of World Trade, Eurasian Empires, and the Atlantic System of Trade and Slavery

In this module we will trace some of the most significant consequences of the European voyages of exploration—the development of a truly global system of trade that will come to be dominated in large part by Europeans, first the Spanish and the Portuguese, and later by the English and the Dutch. You will learn about the critical role played by silver in the world's economy and the importance of the rise of trading companies that help to pioneer many of the modern methods of commerce and banking. We will examine developments in the great Eurasian empires of the Islamic World—the Ottomans and the Mughals—as well of political transformations occurring in China and Japan. In Europe the rise of Russia is traced as well as continued religious conflict between Protestants and Catholics. One of the most tragic outcomes of the European conquest of the Americas is the Atlantic system of slavery and the Atlantic Slave Trade. European involvement in the Atlantic slave trade began around 1550, when the Portuguese purchased Africans to work in Brazil. African entrepreneurs and merchants partnered in the trade, capturing people in the interior and exchanging them for firearms, liquor, and other goods with European slave ships. Though some African kingdoms such as Dahomey and Oye experienced a temporary rise of wealth and power, over time the slave trade was largely destabilizing. The individual suffering and social disruption in Africa caused by the enslavement of millions of Africans is impossible to estimate.

Module Two Reading and Viewing Assignments (January 17 – January 21):

Read: Assigned Secondary Text Reading

- 1) "Worlds Entangled 1600—1750 in Elizabeth Pollard, et al, *Worlds Together, Worlds Apart*, Vol. 2 (WW. Norton and Company, 2014), pp. 452--495

- Scan through and Watch: Module 2's PowerPoint slides, the video clips for Module Two.
- Read: Assigned Primary Source Document Readings: (all are available either in your assigned chapter reading or in Course Den)
 - ***From the chapter Worlds Entangled," read***
 - Primary sources on Slavery located at the end of your chapter on pages 490-495 and the Visual images on pp. 494-495
 - ***From Website Children in the Slave Trade,*** Read the Introduction and Primary Sources from the *Children in the Slave Trade* website, which you are to use for the Module 2 discussion thread, in the in module "Primary Sources Document Readings"

Module Two Participation Assignments:

NO QUIZ FOR MODULE TWO!!!

Discussion Thread: Contribute to **Module Two Discussion Thread** on the sources from the *Children in the Slave Trade* website. See the Discussion Forum for details. Deadline for the initial posting is **Sunday January 19 by 11:30 pm**. Deadline for the two comment postings is **Tuesday January 21 by 11:30 pm**.

EXAM #1 January 22-23:

TAKE IN COURSE DEN EXAM #1, which covers all assigned reading material, power point slides and assigned video clips and documentaries for **Modules One and Two**. It is to be taken during the following time frame: **Exam #1 will be open in Course Den from Wednesday, January 22 at noon until Thursday January 23 at 11:30 pm**. You should allow yourself at least 90 minutes to complete the exam. It should not take you this long but if you tend to need more time reading and thinking about your answers, particularly for the written response sections, make sure that when you begin the test, you can devote up to 90 minutes to complete it. **You cannot leave the exam and come back to it later.**

For information on Exam #1, consult the Course Den Module "Instructions and Study Guides for Examinations"

Do you have any questions? Please

- email me preferably at emcclarn@westga.edu
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Module 3: January 24--30 Revolutions in the Atlantic World in Culture, Politics and the Economy

This week we move quickly in time through periods of major transformation for European nations and the impact of these changes on the Atlantic World (Europe, the Americas and Africa). The events from 1500-1900 lay the foundations of our modern political and economic systems, and provide the basis tenets of the Western worldview of unlimited progress and human perfectibility that will go unchallenged until World War I. We will examine first political revolutions in the Atlantic world: the American, French and Haitian Revolutions, and then the technological and economic transformations that constitute the Industrial Revolution, which began first in Great Britain and then spread to the European continent and to the United States.

Module Three Reading and Viewing Assignments

- Read: Assigned Secondary Text Readings, **two chapters on the Atlantic Revolutions and the Industrial Revolution**
- **Robert Strayer**: “Atlantic Revolutions, Global Echoes, 1750-1914,” Chapter Sixteen in Robert Strayer, *Ways of the World: A Brief Global History*, Vol. II, Second Edition (Bedford/St. Martin’s, 2013), 535-565
- **Merry E. Weisner**, et al, “Labor Old and New: The Impact of the Industrial Revolution,” Chapter Six in Weisner, et al, *Discovering the Western Past: A look at the Evidence* (Houghton Mifflin, 2000), 143-180
- Scan through and Watch: Module Three’s PowerPoint slides; videos in Module Three.

Read: Assigned Primary Source Document Readings

- 1) *For the chapter on the Atlantic Revolutions and their Echoes*, read the following: (all available in module “Primary Sources Document Readings”)
 - A) *The Declaration of Independence*
 - B) *The Declaration of the Rights of Man and the Citizen*
 - C) *The Declaration of the Rights of Woman and the Female Citizen*

2) *From the chapter on the Industrial Revolution*, read the primary sources already included in “Labor Old and New: The Impact of the Industrial Revolution” (in other words, no additional primary sources are assigned besides the ones already included in the chapter)

Module Three PARTICIPATION ASSIGNMENTS:

Quiz A on Primary Sources assigned for Reading “Atlantic Revolutions and Their Echoes, 1750-1914,” and the assigned primary Sources: Complete by Thursday January 30 at 11:30 pm **Module**

THREE Quiz A in Course Den quizzes section. You may consult the readings to take the quiz, but answer in your own words (do your own work individually). The quiz opens Sunday January 26 at noon.

Quiz B on Readings "Labor Old and New: The Impact of the Industrial Revolution,": Complete by Thursday January 30 at 11:30 pm
Module THREE Quiz B in Course Den quizzes section. You may consult the readings to take the quiz, but answer in your own words (do your own work individually). The quiz opens Sunday January 26 at noon.

Discussion Thread: Contribute to **Module Three Discussion Thread** on industrialization and its impact. See the Discussion Forum for details. Deadline for the initial posting is **Tuesday January 28 by 11:30 pm**. Deadline for the comment postings is **Thursday January 30 by 11:30 pm**.

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Module Four: January 31—February 8 New Imperialism, the Scramble for Africa, World War I and Revolutions in Russia, Mexico and China

For this module, we are exploring a renewed and even more intensive wave of expansion and conquest on the part of European nations, the United States and Japan that began in the mid-19th century. Following Europe's Industrial Revolution in the late eighteenth and early nineteenth centuries, European demands for raw materials and new markets reoriented Africa's economy. The transatlantic slave trade declined dramatically as Africans began producing commodities for export. This legitimate trade in African goods proved profitable and led to the emergence of a small black middle class. But Africa, along with Asia, became the major targets for a renewed wave of imperialism carried out by European countries such as Great Britain and France, along with the United States and Japan, fueled mainly by the demands created through industrialization.

After 1880 a handful of Western nations, along with the US and Japan, seized most of Africa and parts of Asia and rushed to build authoritarian empires. The reasons for this empire building included trade rivalries, competitive nationalism in Europe, and self-justifying claims of a civilizing mission. European nations' unprecedented military superiority enabled them to crush resistance and impose their will. The militarization involved in this wave of "New Imperialism" was one of the leading factors that contributed to the second main topic for this module, World War I, along with a wave of revolutions in China, Russia and Mexico. The four **MAIN** causes of World War I--**militarism, the alliance system, imperialism, and nationalism**--increased political tensions across Europe at the end of the nineteenth century. **Franz Ferdinand's** assassination in 1914 sparked a regional war that soon became global, as imperialistic ties brought countries and colonies around the world into the conflict. Four years of stalemate and

slaughter followed. Entire societies mobilized for total war, and government powers greatly increased.

Module Four Reading and Viewing Assignments

Read: Assigned Secondary Text Readings, one chapter on New Imperialism and one on World War I and revolution

1. "The Building of Global Empires," Chapter 28 in Jerry H. Bentley, Herbert F. Ziegler, Heather E. Streets. ***Traditions and Encounters: A Brief Global History***, Volume II. Third Edition (McGraw-Hill Higher Education, 2014), pp. 528-551.
2. War, Revolution and Global Uncertainty, 1905-1928, in Valerie Hansen and Kenneth R. Curtis, ***Voyages in World History***, Second Edition (Cengage Learning, 2014), pp. 762-793

Scan through and Watch: Module Four's PowerPoint slides; videos for Module Four.

Read: Assigned Primary Source Document Readings:

- A. On Imperialism and the Scramble for Africa ("The Building of Global Empires")—

1) ***From the chapter "The Building of Global Empires", read*** "The Royal Niger Company Mass-Produces Imperial Control in Africa," p. 541

From the Course Den module "Primary Sources Document Readings"

- 1) "Jules Ferry Speech: "A Defense of French Imperialism"
- 2) Edgar Canisius, "Rubber Collecting in the Congo"

- B. On World War I

From the Course Den module "Primary Sources Document Readings", read

- 1) "Anzac Memories: The Letters of Francis James Mack", from website *Trenches on the Web: Special Features*
- 2) World War One Poetry (by soldiers)

Module Four PARTICIPATION ASSIGNMENTS:

Module Four has only one quiz for you to take. It will cover mainly the primary sources for Imperialism and World War I (Royal Niger Company, Ferry, Canisius, Anzac Memories and World War I poetry), but there will be a few questions each on the two assigned secondary text chapters.

Complete by Saturday February 8 at 11:30 pm Module FOUR Quiz in Course Den quizzes section. You may consult the readings to take the quiz, but answer in your own words (do your own work individually). The quiz opens Sunday February 2 at noon.

DISCUSSION THREAD: Contribute to **Module Four Discussion Thread** on portraying the distinctive characteristics of World War I through images. See the Discussion Forum for details. Deadline for your postings of three to five images is **Thursday February 6 by 11:30 pm**. Deadline for comment postings is **Saturday February 8 by 11:30 pm**

EXAM #2 February 10--11

TAKE IN COURSE DEN EXAM #2, which covers all assigned reading material, power point slides and assigned video clips and documentaries for **MODULES THREE AND FOUR**. It must be taken during the following time frame: **Exam #2 will be open in Course Den from Sunday, February 10 at noon until Monday February 11 at 11:30 pm**. You should allow yourself at least 90 minutes to complete the exam. It should not take you this long but if you tend to need more time reading and thinking about your answers, particularly for the written response sections, make sure that when you begin the test, you can devote up to 90 minutes to complete it. **You cannot leave the exam and come back to it later.**

For information on Exam #2, consult the Course Den Module “Instructions and Study Guides for Examinations”

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Module Five: February 12--18 World War II, the Holocaust, and the Cold War

We are entering our final two modules of work, mainly focusing on events in the tumultuous 20th century. We will be covering World War II, and the consequent Cold War between the United

States and the Soviet Union. We will also examine the horrors of the Jewish Holocaust that occurred as part of World War II, and try to make sense of why and how such extreme acts of cruelty and oppression took place.

The roots of World War II and the Holocaust lie in the radical totalitarian dictatorships of the 1920s and 1930s, which were repressive, profoundly anti liberal, aggressively expansionist, and exceedingly violent. **Benito Mussolini in Italy** was the first fascist leader to come to power. In 1922 he was asked by the Italian king to serve as prime minister and he went on to set up a one-party dictatorship, but it was never truly a totalitarian state on the order of Hitler's Germany or Stalin's Soviet Union. In the Soviet Union **Joseph Stalin** outmaneuvered his rivals in the Communist Party to succeed Lenin as head of the party and state after Lenin's death in 1924. Four years later, in 1928 he launched a socialist "revolution from above," to modernize and industrialize the U.S.S.R. He set staggering industrial and agricultural goals and replaced private lands with (often forced) collectivization. Mass purges of the Communist Party in the 1930s, leading to the imprisonment and deaths of millions, allowed Stalin to replenish the Communist Party with young loyalists. **Adolf Hitler** and the Nazi elite rallied support by recalling the humiliation of World War I and the terms of the **Versailles treaty**, condemning Germany's leaders, building on racist prejudices against "inferior" peoples, and warning of a vast Jewish conspiracy to harm Germany and the German race. The Great Depression caused German voters to turn to Hitler for relief. After he declared the Versailles treaty disarmament clause null and void, British and French leaders tried appeasement. On September 1, 1939, his unprovoked attack on Poland forced the Allies to declare war, starting World War II in Europe. World War II in Asia had already begun in 1937, when a militaristic and imperial-minded Japan invaded China.

Your readings for this module cover fully the Second World War, its causes, major fronts and battles, differences between World War II and the First World War, and its global consequences. Nazi armies first seized Poland and Germany's western neighbors and then turned east. Here Hitler planned to build a New Order based on racial imperialism over the Jews, Slavic peoples, and others. In the **Holocaust** that followed, millions of Jews and other "undesirables" were systematically exterminated. In Asia the Japanese created the Greater East Asian Co-Prosperity Sphere. This was a sham, as "Asia for the Asians" meant nothing but Japanese domination and control. After Japan attacked Pearl Harbor, the United States entered the war. In 1945 the Grand Alliance of the United States, Britain, and the Soviet Union defeated the outmanned Germans and Japanese.

Module Five Reading and Viewing Assignments

Read: Assigned Secondary Text Readings

1)"New Conflagrations: World War II," Chapter 32 in Jerry H. Bentley, Herbert F. Ziegler, Heather E. Streets. *Traditions and Encounters*, Volume II. Third Edition (McGraw-Hill Higher Education, 2014), pp. 608-627

2) The Cold War (1945-1989), www.cvce.eu, Full text, all

Read: Assigned Primary Source Document Readings:

1) On World War II:

From the Chapter "New Conflagrations: World War II," read "Heinrich Himmler, "We Will Never Speak About It in Public," p. 620 and "Connecting the Sources: Exploring Perspective and Neutrality in the historical interpretation of WWII," pp. 622-623

- 2) **From the module "Primary Source Document Readings", read** *The Atomic Bombings of Hiroshima and Nagasaki*, Chapter 25 Eyewitness Account "Hiroshima—August 6, 1945" by Father John A. Siems, professor of modern philosophy at Tokyo's Catholic University, accessed through *The Avalon Project Documents in Law, History and Philosophy*
- 3) **On the Cold War,**

From the module "Primary Source Document Readings" read Winston Churchill, **The Sinews of Peace (Iron Curtain Speech)** "delivered March 5, 1946 and Joseph Stalin's response to Churchill's speech, his interview with Pravda, March 14, 1946, in Course Den and at <http://soviethistory.msu.edu/1947-2/cold-war/cold-war-texts/stalin-on-churchills-iron-curtain-speech/>

- Scan through and Watch: Module Five's PowerPoint slides for each chapter, the video clips for Module Five.

Module Five PARTICIPATION ASSIGNMENTS:

Module Five has only one quiz for you to take.

Quiz/Writing assignment on assigned readings on World War II and the Cold War Take by Tuesday February 18 at 11:30 pm **Module FIVE Quiz** in Course Den quizzes section. You may consult the readings to take the quiz, but answer in your own words (do your own work individually). The quiz opens Friday February 14 at noon.

Discussion Thread: Contribute to **Module Five Discussion Thread** on the Holocaust and its legacy. See the Discussion Forum for details. Deadline for the initial posting is **Saturday February 15 by 11:30 pm**. Deadline for the comment postings is **Tuesday February 18 by 11:30 pm**.

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Module Six Decolonization and Globalization February 19 – February 26

We have come to our sixth and final module!! **One last push and you will soon be through to the finish line!**

You will be reading about globally significant movements that have shaped and are continuing to shape our world. World War II helped to accelerate a process we call “de-colonization” or the breakup of the European empires formed during the 19th and early 20th centuries in Asia and Africa. This intersected with the emerging Cold War rivalry and competition between the United States and the Soviet Union. With hundreds of colonies gaining their independence after World War II, both superpowers sought to influence and control the newly emerging countries, often without any regard for the interests of the former colonial peoples themselves. De-colonization occurred in some places as a negotiated process, but in other areas such as Algeria, Kenya, Vietnam, Palestine, violence was necessary in order for former colonies to gain independence. Globalization is a process we have been tracing since the beginning of the semester when we studied the European oceanic voyages of conquest and colonization. Globalization is the process through which the world has become increasingly more interconnected and interdependent through trade, conquest, colonialism, cultural exchanges and technological advancement. In the 20th and 21st century it can be understood as the development of an increasingly integrated global economy marked especially by free trade, free flow of capital, and the tapping of cheaper foreign labor markets. It also involves the increasing interconnectedness of peoples throughout the globe thanks to modern forms of transportation, communication, particularly the internet and social media exchanges, and the rise of international business conglomerates and organizations that supersede the powers of the nation state and often operate outside the nexus of state powers of taxation and regulation. Globalization opens borders and allows for an incredible degree of interconnection and interaction which has greatly enhanced our lives in so many ways. Yet it has also made possible the continued and even worse exploitation of underdeveloped nations and vulnerable populations in terms of human trafficking, resource wars, child slavery and child soldiers, labor abuses, environmental spoilage, etc.

Module Six Reading and Viewing Assignments

Read: Assigned Secondary Text Readings

1) Kevin Reilly, “Beneath the Surface of Globalization and Modernity. The Past Century,” Chapter Twelve in Kevin Reilly, *The Human Journey, A Concise Introduction to World History* (Rowman and Littlefield, 2019), 375-405

2) Merry E. Weisner, et al “McDomination: The Americanization of Global Popular Culture (1950s to the Present),” Chapter Fifteen in Weisner, et al,

Discovering the Global Past: A look at the Evidence (Houghton Mifflin, 2000), pp. 467-491.

Scan through and Watch: Module Six's PowerPoint slides for each chapter, the video clips for Module Six.

Read: Assigned Primary Source Document Readings

Read all of the primary sources contained in the assigned chapter "McDomination: The Americanization of Global Popular Culture"

Module Six PARTICIPATION ASSIGNMENTS:

NO QUIZ FOR MODULE SIX! BUT YOU DO NEED TO WRITE THE ASSESSMENT ESSAY

Complete the History 1112 Assessment Essay. See end of the syllabus for instructions and guidelines (you may also find them in the Course Den module "Course Overview"). **The essay is no later than by 11:30 pm on Saturday February 29.**

Discussion Thread: Contribute to Module Six Discussion Thread on the pros and cons of globalization and on whether or we see progression in world history. See the Discussion Forum for details. Deadline for the initial posting is **Saturday February 22 by 11:30 pm**. Deadline for the comment postings is **Tuesday February 25 by 11:30 pm**.

Exam #3 FEBRUARY 27-29

TAKE IN COURSE DEN EXAM #3, which covers all assigned reading material, power point slides and assigned video clips and documentaries for **MODULES FIVE AND SIX**. It must be taken during the following time frame: **Exam #3 will be open in Course Den from Thursday February 27 at noon until Saturday February 29 at noon, 12 pm**. You should allow yourself at least 90 minutes to complete the exam. It should not take you this long but if you tend to need more time reading and thinking about your answers, particularly for the written response sections, make sure that when you begin the test, you can devote up to 90 minutes to complete it. **You cannot leave the exam and come back to it later.**

For information on Exam #3, consult the Course Den Module "Instructions and Study Guides for Examinations"

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DO NOT FORGET: THE HISTORY 1112 ASSESSMENT ESSAY IS DUE IN THE COURSE DEN ASSIGNMENT FOLDER BY 11:30 PM SATURDAY FEBRUARY 29!!!

HIST 1112 Assessment Essay Assignment

What is required: An essay that is at least 3 paragraphs long that summarizes your understanding of a key theme in this course

How to submit the assignment: Submit this essay through Course Den. There is a Course Den Assignment Folder set up for this essay.

Purpose for assignment: As part of the general education of every UWG student, this course aims to teach students to understand the political, social, economic, or cultural dimensions of world history. The purpose of this assignment, in part, is to measure the extent to which students in all sections of this course have learned what we have been trying to teach. We will collect and analyze essays from all sections in order to find ways to help future students learn this material more fully.

Essay question: As you reflect back on the things you have learned about the development of world history from 1500 to the present, what do you think was one of the most important political, social, economic, or cultural developments during this long time period? Explain how and why this development emerged, how it changed (or didn't change) over time, and how it shaped world history. Please organize your essay chronologically, but with a clear thesis statement and arguments supported with evidence from specific facts and concepts that you learned in this course. Your essay should be at least three paragraphs long – though feel free to write a longer essay if you would like.

The strongest answers will include substantial, accurate factual information, including specific, examples relevant to the political, social, economic, or cultural dimensions of the question addressed. The strongest answers will accurately use relevant historical terms and demonstrate sophisticated and nuanced understanding of the material. The strongest answers will show the ability to apply historical perspective, which focuses on understanding the past and pays attention to historical context, as well as change or continuity over time.

To produce a strong essay, students will need to:

1. Closely read these instructions and the question posed (5 minutes);
2. Brainstorm ideas about how to approach the question and material from the course relevant to the question (5 minutes);
3. Develop a thesis (a claim worth arguing about) answering the question (5 minutes);
4. Outline an answer (5 minutes);
5. Draft an essay that answers the question posed and demonstrates an ability to understand the political, social, economic, or cultural dimensions of world history (25 minutes);
6. Re-read the rubric (1 minute); and
7. Revise the essay to meet it (4 minutes).

Avoid the following:

- Making vague, sweeping, unsupported claims (e.g. throughout history people have always distrusted the government.)

How is this essay going to be evaluated?

For purposes of your grade in this course, this assignment will be evaluated to determine if it represents a good-faith effort. A good-faith effort will meet the standard on the attached rubric of *developing* or better. That is, it will score 2 or better on a scale of 1 to 4.

For purposes of measuring student learning in the course generally, the same attached rubric will be applied to all essays. See the following rubric:

Rubric

	4: Exemplary (exceeds expectations)	3: Proficient (meets expectations)	2: Developing (does not meet expectations)	1: Unsatisfactory (failing)
Factual knowledge	Accurate factual knowledge, with abundant examples demonstrating close attention to historical detail; accurate use of historical terms appropriate for a 1000 or 2000-level class (e.g., “Reconstruction,” “early modern era,” “Enlightenment,” “Ming China,” etc.)	Accurate factual knowledge, with few significant errors; adequate number of facts presented; some (but limited) understanding of historical terms	Some (minor or moderate) factual errors, but at least a rudimentary knowledge of basic historical facts; and / or limited number of facts presented (e.g., essay is vague, with little specificity)	Major errors in historical factual interpretation; very little factual information that is correct
Political, social, economic, or cultural dimensions	Accurate understanding of political, social, economic, and / or cultural history, as demonstrated by examples and analysis that accurately trace themes that fall into one or more of these categories; analysis is insightful and goes beyond mere factual interpretation in ways that demonstrate understanding of some or all of these larger historical dimensions	Accurate understanding of political, social, economic, and / or cultural history, as demonstrated by examples and analysis that accurately trace concepts that relate to one or more of these dimensions	Limited discussion of information or concepts that relate to one or more of these dimensions, but discussion is vague or partly inaccurate and not supported by many historical examples	Essay does not deal clearly or accurately with any of these dimensions
Understanding of historical context, cause and effect,	Evidence of understanding of how one historical	Evidence of understanding of a historical time	Limited understanding of historical context;	No understanding of historical context, cause and

and chronological relationships	time period or culture might be similar to (or different from) another time period or culture; detailed and accurate discussion of the relevant historical context(s) for this assignment; accurate and perceptive analysis of causal and chronological relationships	period or culture and the ways in which historical facts or examples relate to that larger context; accurate understanding of cause and effect, and chronological relationships, including (when relevant) change and / or continuity over time	facts are presented without any significant awareness of how those facts relate to each other or to larger historical themes	effect, or chronological relationships
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