PART I – Course Information

Course Type
☑ Existing/Restructured
☐ New Course Proposed Fall 2013
   If new, have you submitted a Form B to the SHSU Curriculum Committee? ☐ Yes ☐ No

Course Prefix & Number: HIST 2312

Course Title: World History from the Renaissance to the Age of Imperialism

Course Catalog Description (Copy and paste from online catalog for existing courses): A survey of world history since the sixteenth century. Special attention is given to European expansion overseas, imperialism and colonization, the Industrial Revolution, the Enlightenment, the French Revolution, nineteenth century nationalism and democracy, and the colonial rebellions in Africa, Latin America, and Asia. Such 20th century problems as World War I, World War II, the Cold War, and the collapse of the Soviet Union are also considered. Recommended as the second half of a basic history course for all liberal arts majors.

Course Prerequisites: None

Available Online? ☑ Yes ☐ No ☐ Anticipated (Semester: )

Number of Sections to be Offered per Year: 10

Estimated Enrollment per Section: 40

Course Level (freshman, sophomore): sophomore

Requestor Full Name (designated department rep – contact person): Andrew Orr

E-Mail Address: axc009@shsu.edu

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<th>Approvals</th>
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<tr>
<td>Department Chair:</td>
<td>Brian Santucci</td>
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PART II – THECB Foundational Component Areas

See Appendix for full description of each component area.

Select Component Area: IV. Language, Philosophy, Culture

How Component Area Addressed: This course studies how world cultures have interacted and developed since 1500 with a focus on how intellectual, philosophical, and religious belief systems have shaped cultural creation and change. It explores the roles played by individuals and groups in shaping cultural ideas, values, beliefs, and history. The class will force student to use critical thinking to explore the effects of intercultural contact and communication and the ways these processes have contributed toward globalization from both individual and societal perspectives. This process will help students to understand the how and why historical cultures have changed over time and contributed to the creation of the modern world as well as to realize their own responsibilities as members of today’s global culture.

PART III – Course Objectives

Insert the appropriate course objectives stated in student learning outcomes (e.g., Students completing the course will be able to...)

Objective 1: Students will understand how belief and value systems (whether religious, philosophical, or ideological belief systems) affected the way people lived, thought, and behaved within specific historical cultures and how the belief systems changed over time.

How will requirement be addressed (including strategies and techniques)?
Students will develop their understanding of belief systems and their effects through reading assigned primary and secondary sources, class lectures, on-line and in-person lectures, films, and/or student presentations. By examining the origins and tenets of selected belief systems and their historical applications, students will come to understand their influence on historical cultures.

Describe how requirement will be assessed: Students will demonstrate that they have met this objective through examinations which will be graded with a departmentally-approved rubric. An example of a direct assessment of this learning objective would be an in-class essay topic requiring students to: “Compare the way eighteenth and nineteenth century Hindu traditionalists and British Protestants imperial officials viewed the practice of sati (burning of widows on their husbands’ funeral pyres). How did their value systems clash and how and why was the conflict resolved?” A student’s answers should include: 1) a description of both Hindu and Protestant Christian conceptions of the afterlife, 2) The reasons many Hindus supported sati, 3) The reasons British imperial officials hesitated to act against sati, and 4) Why the British eventually acted against it and how they suppressed the practice.

Objective 2: Students will be able to provide written and/or oral descriptions of the cultural factors that have influenced aesthetic creation and the role played by aesthetic creation in transmitting and shaping historical cultures.
CORE CURRICULUM COMPONENT APPLICATION
Sam Houston State University

How will requirement be addressed (including strategies and techniques)? Students will study the development of art and music in several different cultures and time periods through lectures, on-line/in-person discussions, student presentations, reading assigned sources, looking at physical pieces of art, and/or listening to historical music. Students will demonstrate an ability to place aesthetic creation into the relevant historical context by describing the genres and inspiration of works of art as well as the role they play within a culture's the religious, philosophical, and/or ideological beliefs systems.

Describe how requirement will be assessed: Students will demonstrate that they have met this objective through examinations which will be graded with a departmentally-approved rubric. An example of an direct assessment of this learning objective would be an in-class essay topic requiring students to: "Describe the reasons why the Taj Mahal was built with reference to the religious and cultural traditions that informed it and the artistic traditions that its builders drew on." A student's response should include: 1) A descriptions of what the Taj Mahal is, when it was built, and by whom 2) An explanation of why Shah Jahan had the Taj Mahal built 3) Role of Islamic traditions in the design on the Taj Mahal 4) Persian artistic influences on the Taj Mahal.

Objective 3: Students will understand the role of ideas and values in fostering and shaping intellectual creation in different cultures.

How will requirement be addressed (including strategies and techniques)? Students will study the process of ideological formation and the development of religious, and scientific ideas in different cultures over the time period of this class. Students will learn about how and why new ideas emerged and developed through lectures, in-class and on-line discussion, student presentations, and assigned reading. As the class progresses, students will be asked to compare idea systems and other forms of intellectual creation that emerged at different times and in different places.

Describe how requirement will be assessed: Students will demonstrate their mastery of this objective through examinations that will be graded using a department-approved rubric. An example of a question that would directly assess this objective would be: "In the early-twentieth century, Nazi Germany and the Soviet Union developed opposing ideologies that aimed to redefine how human societies were organized. What were the two ideologies and why were they both incompatible with the concept of Liberal Democracy?" A student's response should A) Describe Adolf Hitler's race-based concept of how the world should be organize 2) describe the Communists' class-based system of political organization 3) Explain the Liberal Democracy taught that all people were equal as citizens 4) Conclude that Liberal Democracy is incompatible with either race-based or class-centric concepts of political rights.

Objective 4:

How will requirement be addressed (including strategies and techniques)?

Describe how requirement will be assessed:
Objective 5:

How will requirement be addressed (including strategies and techniques)?

Describe how requirement will be assessed:

PART IV – THECB Skill Objectives

Address each of the required THECB skill objectives that the course addresses and explain how the requirement is addressed, specific strategies to address the objective(s), and how each objective will be assessed. Address ALL skill objectives associated with the selected Component Area. (See Appendix)

1. Critical Thinking Skills: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

How will requirement be addressed (including strategies and techniques)?

This class will address critical thinking skills (as defined by the Coordinating Board) by teaching students to think critically about sources and arguments through the analysis of primary and secondary sources about historical cultures. Students will be expected to use what they have learned in earlier units in the course to enhance their understanding of later events by using their knowledge base to evaluate events and to synthesize information in order to create their own original arguments about the past.

One area in which critical thinking skills will be addressed in through the study of the Scientific Revolution. Students will learn the scientific method and understand its method of inquiry. Students will be taught how the experimentation process leads to sustained innovations. Through lectures, primary sources, discussion, writing assignments, and exams, students will learn to think creatively about the how the scientific method revolutionized the way humans understand the world and the pace of technological change. Students will learn to analyze how state intervention shaped the Scientific Revolution and to synthesize information from other units to evaluate the Scientific Revolution's effect on the modern world. They will also be encouraged to compare the Scientific Revolution to Renaissance Humanist thought and to form their own conclusions about how the two were related and what was different about the systems of thought and belief that underwrote those two movements.

Describe how requirement will be assessed: Creative thinking skills will be directly assessed using embedded objective examination questions will be prepared by the faculty who teach HIST 2312 and/or by embedded essay questions. Each form of direct assessment will be evaluated using a dedicated Critical Thinking Skills rubric created and approved by the faculty of the history department. An example of an embedded essay question would be: "How did the Scientific Revolution change the way knowledge was created in Europe? What was the relationship between the Scientific Revolution and the Renaissance Humanism?"
Examples of embedded objective examination questions that would directly assess Critical Thinking include: "How did the creation of the Scientific Method change the way science was conducted?"

"What did the shift from natural philosophy to science imply about the place of the supernatural in the world?"

"How did the creation of the Royal Society in London change the way science was practiced?"

2. Communication Skills: to include effective development, interpretation and expression of ideas through written, oral and visual communication

How will requirement be addressed (including strategies and techniques)?
HIST 2312 will address Communication Skills by confronting students with written, oral, aural and visual messages and teaching them to describe, evaluate, and express the messages being sent by the creators of historical sources. Students will listen to historical songs and interpret and express the song’s idea through discussion, essays, and/or objective questions. Students will also be taught to analyze and interpret artistic and/journalistic images. Students will be expected to use the internet to locate and access primary and secondary sources to be able to develop their ideas about these sources by critically analyzing them and expressing them in written answers to questions, responses to objective questions, and orally in discussion. As part of lectures and discussion, students will explore written, oral, and visual communication and the strategies that the creators of speech used to communicate their messages within the cultural and historical contexts of their times and places. This process will include studying how and why the messages were developed and how effective they were.

Communications Skill will be addressed as part of several units, including the study of the First World War. Students will be asked to analyze speeches, propaganda posters, and songs from the war in order to understand how beliefs systems shaped the war effort. Students will be taught how to analyze different media – including visual media, oratory, and music. The unit will examine how pre-existing cultural norms shaped wartime choices and study the consequences of these choices.

Describe how requirement will be assessed: Communication skills will be directly assessed using embedded essay and/or objective examination questions. The questions will be prepared by the faculty who teach HIST 2312. An example embedded essay question that would be assessed with a departmentally-approved rubric would be:

"Evaluate Savile Lumley’s famous poster ‘Daddy, what did you do in the Great War’ and the folk song ‘Bloody Road to the Somme.’ Develop an argument that interprets the visual, oral, and written communication in the sources with a special emphasis on how their creators used cultural belief systems to affect men’s behavior during the First World War."

Examples of embedded objective examination questions that would assess Communications Skills include:

For written communication: “What does ‘the Declaration of the Rights of Woman and Citizen’ reveal about how early feminists interpreted the French Revolution?”

For visual communication: “What social standard did Savile Lumley’s poster ‘Daddy, what did you do in the Great War?’ manipulate to get men to enlist in the British Army?”
CORE CURRICULUM COMPONENT APPLICATION
Sam Houston State University

For oral communication: “What strategies did Winston Churchill use to motivate the British people to continue the war against Nazi Germany in his first address as Prime Minister?”

3. **Empirical and Quantitative Skills**: to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

How will requirement be addressed (including strategies and techniques)?
Not Addressed

Describe how requirement will be assessed:

4. **Teamwork**: to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

How will requirement be addressed (including strategies and techniques)?
Not Addressed

Describe how requirement will be assessed:
5. **Personal Responsibility:** to include the ability to connect choices, actions and consequences to ethical decision-making

How will requirement be addressed (including strategies and techniques)?

Students will study how historical individuals’ values systems affected their decisions and ethical judgments. The class will address these issues through lectures, oral and online discussions, student presentations, assigned readings, and examinations. Students will be expected to demonstrate their understanding of religious, philosophical, and ideological systems that define ethical thinking and show that they can apply those systems within specific cultural contexts. Over the course of the semester, students will learn to analyze their own place within regional and global systems and to articulate how their own values and beliefs affect their ethical decision making.

Personal Responsibility will be addressed through the study of the Holocaust. Students will be expected to articulate how to make sound ethical judgments within complex and highly-pressured circumstances, such as those people faced in Nazi Germany. Students will be expected to demonstrate their ability to connect the choices and action of individual Germans and of Nazi leaders to their specific and general consequences by showing that they understand the nature and effects of Nazi policies and the potential consequences of different decisions individual Germans could make. Students will be confronted with legislation, such as the 1935 Nuremberg Laws and they will be expected to describe the law’s requirements and the ways its authors sought to remake German society. They will then be asked to confront the choices that average Germans faced and the reasons that they made the choices that they did while taking account of the personal and ethical implications of their options and decisions.

Describe how requirement will be assessed: Personal Responsibility Skills will be directly assessed using embedded exam questions administered during the course and embedded objective questions in a post-test administered at the end of the course. Both types of direct assessment will be scored using a dedicated rubric. An example of an embedded essay topic would be, "In 1935, the Nuremberg Laws restricted German Jews from working in most professions, including education. Explain how the Nuremberg Laws created ethical conflicts for many non-Jewish professionals in Germany and how most resolved the conflict. What were the personal and societal consequences of these decisions?"

An example of embedded objective examination questions that would directly assess Personal Responsibility Skills would be:

"How did a non-Jewish professor of philosophy in a German university stand to benefit from the Nuremberg Laws if the head of his department was Jewish?"

"What did Italian generals do in 1942 when Jews living inside Italy’s occupation zones in Yugoslavia and Greece demanded to know why they had not heard from relatives whom the Germans claimed had been resettled in Eastern Europe?"

"How did Catholic teachings influence Colonel Claus von Stauffenberg’s decision to try to assassinate Adolf Hitler?"

6. **Social Responsibility:** to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

How will requirement be addressed (including strategies and techniques)?
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Sam Houston State University

Students will be expected to demonstrate their ability to understand how two different cultural traditions interacted in the same place and at the same time. Students will explore the effects of culture on people at the regional, national, and global levels. They will learn about historical instances in which cultural transitions have occurred and will study how and why those changes took place.

HIST 2312 addresses Social Responsibility through a study of the changes in Turkish culture that were introduced by Kemal Ataturk in the 1920s. The class will examine Ataturk's decision to try to change Turkish culture in order to make remake the nation from a Middle Eastern country into a European country. It will examine the value judgments that people on both sides of the debate made and will examine how the reforms effected Turkish society and both the Middle East and Europe.

Describe how requirement will be assessed: Social Responsibility Skills (as defined by the Coordinating Board) will be directly assessed through embedded essay and objective examination questions. The questions will be written and approved by the collective faculty who teach HIST 2312 and will be graded according to a departmentally-approved rubric that reflects the intent of the Coordinating Board and the best practices of the historical profession.

Possible embedded essay questions would include:

"Analyze Kemal Ataturk's reforms and explain how they affected local life inside of Turkey, national politics and identity and Turkey's relationships with other countries. Ataturk argued that his reforms were part of modernizing Turkey, is it appropriate to use that term in this context?"

Examples of embedded questions that would directly assess Social Responsibility Skills include:

"Why did Kemal Ataturk order that the Turkish language change from using Arabic letters to Latin letters?"

"How did the Turkish Hat Law represent a moment of cultural conflict?"

"How did the abolition of the Caliphate change Turkey's relationship to the rest of the Middle East?"

PART V – SHSU Core Curriculum Committee Requirements

1. Using a 15-week class schedule, identify the topics to be covered during each week of the semester. Provide sufficient detail to allow readers to understand the scope and sequence of topics covered.

| Week 1  | -Introduction to the class including course objectives and policies  
|         | -Overview of the world in 1500  
|         | Topics include: The difference between primary and secondary sources. Ming and Qing Dynasties, Confucianism and Patriarchy. Primary source on foot binding.  
| Week 2  | -Early Modern East Asia: Ming and Qing China and Japan during the period of Isolation. Origins of Islam.  

Page 8 of 11
Submit completed, signed form to Core Curriculum Committee - Box 2478 or Fax 4-1271
| Week 3 | Ottoman and Safavid Empires. Mughal India. Africa before the slave trade, including the Songhai Empire and the Swahili. Effects of the slave trade on Africa. |
| Week 4 | Medieval Europe. Late-Medieval Catholicism. European kingship and feudalism. Renaissance and Humanism. Growth of trade. Portuguese routes to India. Spanish routes to the New World. First Midterm Exam |

2. Attach course syllabus
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Sam Houston State University

Syllabus Attached?  ✓ Yes  □ No
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Sam Houston State University  

Appendix: THECB Component Area Descriptions and Skill Requirements

I. Communication (Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.)

II. Mathematics (Courses in this category focus on quantitative literacy in logic, patterns, and relationships. Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.)

III. Life and Physical Sciences (Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method. Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.)

IV. Language, Philosophy, and Culture (Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.)

V. Creative Arts (Courses in this category focus on the appreciation and analysis of creative artifacts and works of the human imagination. Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.)

VI. American History (Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area. Courses involve the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.)

VII. Government/Political Science (Courses in this category focus on consideration of the Constitution of the United States and the constitutions of the states, with special emphasis on that of Texas. Courses involve the analysis of governmental institutions, political behavior, civic engagement, and their political and philosophical foundations.)

VIII. Social and Behavioral Sciences (Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.)

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<thead>
<tr>
<th>Required Skill Objectives</th>
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</thead>
<tbody>
<tr>
<td><strong>Core Component Areas</strong></td>
</tr>
<tr>
<td>Communication</td>
</tr>
<tr>
<td>Mathematics</td>
</tr>
<tr>
<td>Life and Physical Sciences</td>
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<tr>
<td>Language, Philosophy &amp; Culture</td>
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<tr>
<td>Creative Arts</td>
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<tr>
<td>American History</td>
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<tr>
<td>Government/Political Science</td>
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<tr>
<td>Social and Behavioral Sciences</td>
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Submit completed, signed form to Core Curriculum Committee - Box 2478 or Fax 4-1271
HIST 2312
World History from the Renaissance to the Age of Imperialism

SAMPLE SYLLABUS

Professor Andrew Orr, Ph.D.
Academic Building 4 #
axo009@shsu.edu
936-294-1478
Office Hours: MWF 11am -12pm, 2-4 pm

Fall Semester 2012
3 Credit Hours
MWF 10-11:00 am
Office: Academic Building 4 #461

Course Description

A survey of world history since sixteenth century. Special attention is given to European expansion overseas, imperialism and colonization, the Industrial Revolution, the Enlightenment, the French Revolution, nineteenth century nationalism and democracy, and the colonial rebellions in Africa, Latin America, and Asia. Such 20th century problems as World War I, World War II, the Cold War, and the collapse of the Soviet Union are also considered. Recommended as the second half of a basic history course for all liberal arts majors.

Prerequisites
None

University Core Curriculum
This class fulfills 3 credits of the Component Area IV requirement.

Method of Instruction
This class will be based on lectures supplemented with in-class group work.

Overall Assessment:
Midterm Exams (3) 45% In-class Essays 15%
Final Exam 25% Paper 15%

Grading
A 90-100% B 80-89.99% C 70-79.99%
D 60-69.99% F 0-59.99%

Required Texts
Art Spiegelman, Maus: A Survivor's Tale. I. My Father Bleeds History. II. And Here My Troubles Began (Combined Volume or Vols I and II).

In-class Essays
At the instructor's discretion, there will be periodic in-class essays. These quizzes will take the form of 1-page responses to assigned prompts.

Paper
Students will write a 2-3 page paper based on assigned readings. The paper will be thesis-driven and will answer a prompt distributed by the professor. The paper must conform to all the prompt’s requirements and must be the sole and original work (created by the author and created exclusively during and for this class) of the student.

Midterm Examination
The midterm examination will be a closed-book exams consisting of objective questions and in-class essays. Students must bring a scantron form to the examination.

In-Class Final Examination
The final examination will be a closed-book exam consisting of objective examination and essay questions. Students must bring a scantron form to the examination. **Students must take the final exam to pass the course**

Course Objectives
This course provides a foundational knowledge of world history and cultures from 1500 until the Twenty First Century.

Students will develop a knowledge and understanding of the unique heritage of major world cultures, including cultures in European, the Middle East, South Asia, East Asia, Africa, and Latin America.

Students will provide written and oral descriptions of the cultural, religious, social, economic, and political characteristics and development of major world cultures during this time period. Students will show their understanding of how each major culture developed and the ability to explain the causes and consequences of major events. Students’ answers will show an ability to compare cultures and to explore them individually.

Learning Objective I - Students will understand how belief and value systems (whether religious, philosophical, or ideological belief systems) affected the way people lived, thought, and behaved within specific historical cultures and how the belief systems changed over time.

Learning Objective II - Students will be able to provide written and/or oral descriptions of the cultural factors that have influenced aesthetic creation and the role played by aesthetic creation in transmitting and shaping historical cultures.

Learning Objective III - Students will understand the role of ideas and values in fostering and shaping intellectual creation in different cultures.

Addressing the Objectives
Students will the knowledge and competencies laid out in the course objectives through a combination of intensive lectures, textbook and primary source readings, regular writing quizzes, examinations, discussions, and papers. Students will study the development of Chinese, Indian, European, African, Middle Eastern, and Latin American cultures over the 1500-present period.
Students will learn the origins and fundamental tenets of the world’s major religions and the political traditions that shaped the world’s major civilizations. The class begins with a detailed study of China, India, the Middle East, Africa, Latin America, and Europe and then proceeds to study the effects of the European “Age of Discovery,” including the European colonization of the New World and the advent of the Atlantic slave trade. Lectures, primary-source readings, and class discussions will explore each culture and place it into the larger global context. After that foundation is built, the course will move forward chronologically, studying major world events and how its cultures evolved through the lens of globalization. Students will be taught to think critically about the structures of different civilizations and learn to understand how individual choices affected the lives on individual people and societies as a whole by studying individual examples. Students will learn to communicate their analysis in informal discussions, group presentations, and in writing.

Learning Objective I - Students will develop their understanding of belief systems and their effects through reading assigned primary and secondary sources, class lectures, on-line and in-person lectures, films, student presentations. By examining the origins and tenets of selected belief systems and their historical applications, students will come to understand their influence on historical cultures.

Learning Objective II – Students will study the development of art and music in several different cultures and time periods through lectures, on-line/in-person discussions, student presentations, reading assigned sources, looking at physical pieces of art, and listening to historical music. Students will demonstrate an ability to place aesthetic creation into the relevant historical context by describing the genres and inspiration of works of art as well as the role they play within a culture's the religious, philosophical, and/or ideological beliefs systems.

Learning Objective III - Students will study the process of ideological formation and the development of religious and scientific ideas in different cultures over the time period of this class. Students will learn about how and why new ideas emerged and developed through lectures, in-class and on-line discussion, student presentations, and assigned reading. As the class progresses, students will be asked to compare idea systems and other forms of intellectual creation that emerged at different times and in different places.

Assessing the Objectives

Direct Assessment: The learning objectives will be directly assessed through three midterms and a final exam. The three midterm exams will each study a different geographic region during the 1500-1800 period. Each exam will include embedded objective and essay questions to assess students’ factual knowledge about the past, understanding of the personal and social aspects of decision-making in the past, and ability to think critically and communicate ideas about the past. The final exam will call on students to use critical thinking skills to compare different civilizations and beliefs over time. A sample final exam question might include:

1. Compare the role of religious and philosophical beliefs in China and Western Europe
from 1500 until 2000. Give particular attention to the differences and similarities between the two culture’s beliefs and moments of significant change.

Learning Objective I - Students will demonstrate that they have met this objective through examinations which will be graded with a departmentally-approved rubric. An example of a direct assessment of this learning objective would be an in-class essay topic requiring students to: "Compare the way eighteenth and nineteenth century Hindu traditionalists and British Protestants imperial officials viewed the practice of sati (burning of widows on their husbands’ funeral pyres). How did their value systems clash and how and why was the conflict resolved?" A student's answers should include: 1) a description of both Hindu and Protestant Christian conceptions of the afterlife 2) The reasons many Hindus supported sati 3) The reasons British imperial officials hesitated to act acts sati and 4) Why the British eventually acted against it and how they suppressed the practice.

Learning Objective II – Students will demonstrate that they have met this objective through examinations which will be graded with a departmentally-approved rubric. An example of an direct assessment of this learning objective would be an in-class essay topic requiring students to: "Describe the reasons why the Taj Mahal was built with reference to the religious and cultural traditions that informed it and the artistic traditions that its builders drew on.” A student’s response should include: 1) A descriptions of what the Taj Mahal is, when it was built, and by whom 2) An explanation of why Shah Jahan had the Taj Mahal built 3) Role of Islamic traditions in the design on the Taj Mahal 4) Persian artistic influences on the Taj Mahal.

Learning Objective III- Students will demonstrate their mastery of this objective through examinations that will be graded using a department-approved rubric. An example of a question that would directly assess this objective would be: "In the early-twentieth century, Nazi Germany and the Soviet Union developed opposing ideologies that aimed to redefine how human societies were organized. What were the two ideologies and why were they both incompatible with the concept of Liberal Democracy?" A student's response should A) Describe Adolf Hitler's race-based concept of how the world should be organize 2) describe the Communists' class-based system of political organization 3) Explain the Liberal Democracy taught that all people were equal as citizens 4) Conclude that Liberal Democracy is incompatible with either race-based or class-centric concepts of political rights.

Core Curriculum Skill Objectives

Critical Thinking Skills: (as defined by the Coordinating Board) to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.

Addressing Critical Thinking

This class will address critical thinking skills (as defined by the Coordinating Board) by teaching students to think critically about sources and arguments through the analysis of primary and secondary sources about historical cultures. Students will be expected to use
what they have learned in earlier units in the course to enhance their understanding of later events by using their knowledge base to evaluate events and to synthesize information in order to create their own original arguments about the past.

This class will address critical thinking skills (as defined by the Coordinating Board) through the study of the Scientific Revolution. This unit will teach student to:

- Think creatively about the effects of scientific learning on human society
- Understand how state and private actors combined to encourage innovation during the Scientific Revolution
- Understand and apply the scientific method as a form of inquiry
- Analyze, evaluate, and synthesize data from different sources and apply their results.

Assessing Critical Thinking

Creative thinking skills will be directly assessed using embedded objective examination questions will be prepared by the faculty who teach HIST 2312 and/or by embedded essay questions. Each form of direct assessment will be evaluated using a dedicated Critical Thinking Skills rubric created and approved by the faculty of the history department. An example of an embedded essay question would be:

"How did the Scientific Revolution change the way knowledge was created in Europe? What was the relationship between the Scientific Revolution and the Renaissance Humanism?"

Examples of embedded objective examination questions that would directly assess Critical Thinking include:

"How did the creation of the Scientific Method change the way science was conducted?"

"What did the shift from natural philosophy to science imply about the place of the supernatural in the world?"

"How did the creation of the Royal Society in London change the way science was practiced?"

Communication Skills (as defined by the Coordinating Board): to include effective development, interpretation and expression of ideas through written, oral and visual communication

Addressing Communication Skills
Communication skills (as defined by the Coordinating Board) will be addressed as part of the class's study of the First World War. This unit will teach students to:
- Effectively develop, interpret and express ideas written, oral aural, and visual communication.
- Evaluate aural sources of information, including songs, and analyze and explain their content and meaning.
- Students will learn and demonstrate the ability to find written aural, and visual media on the internet.
- Interpret and evaluate posters, photographs, and other visual media.

HIST 2312 will address Communication Skills by confronting students with written, oral, aural and visual messages and teaching them to describe, evaluate, and express the messages being sent by the creators of historical sources. Students will listen to historical songs and interpret and express the song's idea through discussion, essays, and/or objective questions. Students will also be taught to analyze and interpret artistic and/journalistic images. Students will be expected to use the internet to locate and access primary and secondary sources to be able to develop their ideas about these sources by critically analyzing them and expressing them in written answers to questions, responses to objective questions, and orally in discussion. As part of lectures and discussion, students will explore written, oral, and visual communication and the strategies that the creators of speech used to communicate their messages within the cultural and historical contexts of their times and places. This process will include studying how and why the messages were developed and how effective they were.

Assessing Communication Skills

Communication skills will be directly assessed using embedded essay and/or objective examination questions. The questions will be written and approved by the collective faculty who teach HIST 2312 and will be graded according to a departmentally-approved rubric that reflects the intent of the Coordinating Board and the best practices of the historical profession.

An example of an embedded essay question that would directly assess Communication Skills would be:

"Evaluate Savile Lumley's famous poster 'Daddy, what did you do in the Great War' and the folk song 'Bloody Road to the Somme.' Develop an argument that interprets the visual, oral, and written communication in the sources with a special emphasis on how their creators used cultural belief systems to affect men's behavior during the First World War."

Examples of embedded objective examination questions that would directly assess Communications Skills include:

For written communication: “What does the Declaration of the Rights of Woman and Citizen’ reveal about how early feminists interpreted the French Revolution?"
For visual communication: "What social standard did Savile Lumley's poster 'Daddy, what did you do in the Great War?' manipulate to get men to enlist in the British Army?"

For oral communication: "What strategies did Winston Churchill to motivate the British people to continue the war against Nazi Germany in his first address as Prime Minister?"

**Personal Responsibility Skills** (as defined by the Coordinating Board): to includes the ability to connect choices, actions and consequences to ethical decision making.

**Addressing Personal Responsibility**

Students will study how historical individuals' values systems affected their decisions and ethical judgments. The class will address these issues through lectures, oral and online discussions, student presentations, assigned readings, and examinations. Students will be expected to demonstrate their understanding of religious, philosophical, and ideological systems that define ethical thinking and show that they can apply those systems within specific cultural contexts. Over the course of the semester, students will learnt to analyze their own place within regional and global systems and to articulate how their own values and beliefs affect their ethical decision making.

HIST 2312 will use the study of the Holocaust to address Personal Responsibility (as defined by the Coordinating Board). This unit will teach student to:

- Identify the ethical repercussions of individual decisions. Understand the consequences that individuals face when confront corrupt social and political system.
- Students will learnt to understand their ability to effect the world at a regional, national, and global level.
- Learn to differentiate the choices and challenges faced by victims, rescuers, and bystanders.

**Assessing Personal Responsibility**

Personal Responsibility skills (as defined by the Coordinating Board) will be directly assessed through embedded essay and objective examination questions. The questions will be written and approved by the collective faculty who teach HIST 2312 and will be graded according to a departmentally-approved rubric that reflects the intent of the Coordinating Board and the best practices of the historical profession.

An example of an embedded essay topic would be:

"In 1935, the Nuremberg Laws restricted German Jews from working in most professions, including education. Explain how the Nuremberg Laws created
ethical conflicts for many non-Jewish professionals in Germany and how most resolved the conflict. What were the personal and societal consequences of these decisions?"

An example of embedded objective examination questions that would directly assess Personal Responsibility Skills would be:

"How did a non-Jewish professor of philosophy in a German university stand to benefit from the Nuremberg Laws if the head of his department was Jewish?"

"What did Italian generals do in 1942 when Jews living inside Italy’s occupation zones in Yugoslavia and Greece demanded to know why they had not heard from relatives whom the Germans claimed had been resettled in Eastern Europe?"

"How did Catholic teachings influence Colonel Claus von Stauffenberg’s decision to try to assassinate Adolf Hitler?"

Social Responsibility Skills (as defined by the Coordinating Board): to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

Addressing Social Responsibility

Students will be expected to demonstrate their ability to understand how two different cultural traditions interacted in the same place and at the same time. Students will explore the effects of culture on people at the regional, national, and global levels. They will learn about historical instances in which cultural transitions have occurred and will study how and why those changes took place.

Social Responsibility will be covered in HIST 2312 when it studies the changes in Turkish culture that were introduced by Kemal Ataturk in the 1920s. The class will examine Ataturk’s decision to try to change Turkish culture in order to make remake the nation from a Middle Eastern country into a European country. It will examine the value judgments that people on both sides of the debate made and will examine how the reforms impacted Turkish society and both the Middle East and Europe.

Assessing Social Responsibility

Social Responsibility Skills (as defined by the Coordinating Board) will be directly assessed through embedded essay and objective examination questions. The questions will be written and approved by the collective faculty who teach HIST 2312 and will be graded according to a departmentally-approved rubric that reflects the intent of the Coordinating Board and the best practices of the historical profession.

Possible embedded essay questions would include:
"Analyze Kemal Ataturk's reforms and explain how they affected local life inside of Turkey, national politics and identity and Turkey's relationships with other countries. Ataturk argued that his reforms were part of modernizing Turkey, is it appropriate to use that term in this context?"

Examples of embedded questions that would directly assess Social Responsibility Skills include:

"Why did Kemal Ataturk order that the Turkish language change from using Arabic letters to Latin letters?"

"How did the Turkish Hat Law represent a moment of cultural conflict?"

"How did the abolition of the Caliphate change Turkey's relationship to the rest of the Middle East?"

**Attendance Policy**

SHSU's policy requires that student regularly attend courses. In accordance with university and CHSS policy, student may miss up to three classes without suffering a specific penalty, but starting with the fourth unexcused absence, 2% of the will be deducted from the student’s final grade for each new unexcused absence. Absences are only excused if students present written documentation conforming to Section 51.911(b) of the Texas Education Code regarding the necessity of missing class due to a religious holy day. All make-up exams for pre-scheduled absences must be taken before the scheduled time of the exam.

**Arriving Late to Class**

Arriving late to class is worse than not coming at all. It is rude to other students who must deal with the noise and disruption caused by a student arriving in the middle of a lecture. Do not arrive late to class. Student may be denied admission to the classroom if they arrive late.

**CHSS Policy on Cell Phones, Pagers, Computers, PDA’s, Kindle, and other Electronics**

As members of the classroom community, all students have a responsibility to others who are a part of that community. The goal is to produce an environment that is conducive to learning. Students are to treat faculty and other students with respect. Cell phones, laptop computers, pagers, and similar devices have become increasingly a part of life in our society; however, when used in the classroom environment they can become disruptive. Laptop computers, if allowed, may be used for note taking purposes if they are not disruptive to other class members. Students are to turn off cell phones, pagers, and other similar electronic equipment while in the classroom. When cell phones or pagers ring and students respond in class or leave class to respond, it disrupts the class. Therefore, the use by students of cell phones, pagers, or similar communication devices during scheduled class-time is prohibited unless specifically permitted by the instructor. All such devices should be turned off or put in a silent (vibrate) mode and ordinarily should not be taken out during class. Failure to comply with this policy could result in expulsion from the classroom or with three or more offenses, failure of the course.
If there is an emergency situation for a student, that student should inform the instructor and place himself/herself in a seat near the door where an exit for a phone call would be only minimally disruptive. With instructor approval, students may record lectures, take notes via laptop computer, etc., provided that they do not disturb other students in the process. Other exceptions to this policy may be granted at the discretion of the instructor.

Any use of cell phones or other electronic devices during a test period is prohibited. Even the visible presence of a cell phone or other device during the test period will result in a zero for that test. Use of a cell phone during a test could result in a charge of academic dishonesty (see student code of conduct reference below). During the test these instruments should be left at home or stored securely in such a way that they cannot be seen or used by the student. For further information on student conduct in and out of the classroom see the Code of Student Conduct. http://www.shsu.edu/students/guide/StudentGuidelines2010-2012.pdf#page=29

In accordance with this CHSS policy, the use of cell phones, pagers, PDAs, computers, and all other electronic devices is prohibited in this class. Recording class lectures or discussions is prohibited.

Academic Dishonesty
All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials.

An act of academic dishonesty will result in the student receiving zero (0) points for the assignment as a minimum penalty. A second act of academic dishonesty will cause the student to fail the course. A flagrant act of dishonesty, including, but not limited to, stealing class related material or using intimidation or bribery to gain access to other student’s work product will result in failing the course. All instances of academic dishonesty will be reported to the history department.

Americans with Disabilities Act
It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If a student has a disability that may affect adversely his/her work in this class, the student is encouraged to
register with the SHSU Counseling Center and to talk with the instructor about how best to deal with the situation. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until the student registers with the Counseling Center.

Attendance and Religious Holy Days
Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. "Religious holy day" means a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, Tax Code.

SHSU policy 861001 provides the procedure to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to the instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

Visitors in the Classroom
Unannounced visitors to class must present a current, official SHSU identification card to be permitted in the classroom. They must not present a disruption to the class by their attendance. If the visitor is not a registered student, it is at the instructor's discretion whether or not the visitor will be allowed to remain in the classroom.

Instructor Evaluations
At the end of the semester you will be asked to evaluate this class using the IDEA system.

Classroom Rules of Conduct
The Code of Student Conduct and Discipline is found at the following link:

Study Tips
I encourage you to contact me if you are feeling confused or out-of-step with the material we are covering. If you would like additional support, you may also contact the SAM Center (Student Advising & Mentoring Center), which helps students improve their note-taking, time management, and study skills. The SAM Center is located in room 210 of AB4. You may make an appointment at the Center by email (SAMCenter@shsu.edu) or phone (294-4444).

Tentative Course Schedule

29 Aug     Introduction
31 Aug     World in 1500

3 Sept  Labor Day – No Class
5 Sept  East Asia- China, Chapter 23
7 Sept  East Asia- Japan, Chapter 23
First In-class Essay


10 Sept  Islamic Empires, Chapter 24
12 Sept  Africa Before the Slave Trade, Chapter 22
14 Sept  African Empires and the Slave Trade, Chapter 22


17 Sept  Midterm Exam 1 (Chapters 22, 23, 24)
19 Sept  Medieval Europe
21 Sept  Age of Exploration, Chapter 19

24 Sept  Age of Exploration, Chapter 19
26 Sept  Case Study: The Conquest of Mexico
28 Sept  Colonial New World, Chapter 21
Second In-Class Essay


1 Oct  Slavery in the New World, Chapter 21
3 Oct  The Reformation, Chapter 20
5 Oct  Europe’s Religious Wars, Chapter 20
Third In-class Essay

8 Oct A New Europe: Absolutism, Chapter 20
10 Oct Scientific Revolution and Enlightenment, Chapter 20
12 Oct Midterm II (Chapters 19, 20, 21)


15 Oct French Revolution, Chapter 25
17 Oct Napoleonic Age, Chapter 25
19 Oct Industrial Revolution, Chapter 26


22 Oct The New World, Chapter 27
24 Oct Europe and Nationalism, Chapter 25
26 Oct Age of Imperialism, Chapter 28


29 Oct Facing Imperialism, Chapter 28
31 Oct Midterm Exam III (Chapters 25, 26, 27, 28)
2 Nov Origins of the Great War, Chapter 29


5 Nov The Great War of 1914-1918, Chapter 29
7 Nov Post-War, Chapter 29
9 Nov Fascism and Communism, Chapter 30

Fourth In-Class Essay

12 Nov High Colonialism, Chapter 31
14 Nov Origins of World War II, Chapter 32
16 Nov World War II, Chapter 32
Fifth In-Class Essay


19 Nov Cold War, Chapter 33
Take-home Paper Due

21 Nov BREAK – No class
23 Nov BREAK- No Class


26 Nov Post-Colonial Middle East, Chapter 33
28 Nov Decolonization, Chapter 33
30 Nov End of the Cold War, Chapter 33


3 Dec European Union and the Euro Crisis, Chapter 33, 34
5 Dec The Uneven Rise of the Third World, Chapter 34
7 Dec A Global World, Chapter 34
Sixth In-class Essay


FINAL EXAM WEDNESDAY 12 DECEMBER 2012 at 11:00am-1:00 pm in our normal room (Chapters 29, 30, 31, 32, 33, and 34)
Appendix

Rubrics
Rubric Score Reporting

The Department of History will use the following process to combine the results of its essay and objective examination rubrics within each Course Objective:

\[(R^1+R^2)/(S^1+S^2)= R^3\]

In this equation:

- \(S^1\) = Number of students directly assessed through embedded essays
- \(S^2\) = Number of students directly assessed through embedded objective examination questions
- \(R^1\) = Total number of points earned by students under the embedded essay rubric
- \(R^2\) = Total number of points earned by students under the embedded objective examination rubric
- \(R^3\) = Average points earned by students subjected to direct assessment. (Core Reporting Assessment Score)

The Department of History will record and periodically submit (at such times as are required by the Coordinating Board and/or Sam Houston State University’s administration) the \(R^3\) score for each Course Objective. Each score report will including the point scale for the relevant rubric, the average score, and the percentage of students who meet or exceed the rubric’s definition of acceptable performance on that Core Skill.

Example report data:

Social Responsibility Fall 2014

Social Responsibility Rubric assesses student progress on a 0-12 scale. A 6 is considered the minimum “acceptable” score.

\[(650+350)/(100+50)=6.67\]

73.33% of students (110 out of 150) in HIST 2312 achieved a score of 6.0 (“acceptable”) or better.