History 120
Spring 2014
MWF 12:00-12:50

Instructor: Professor Pash
Office: Lyons Science 307
Office Hours: M 9:00-11:30, T10:45-1:45, W 2:00-4:30 and by appointment.
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Supplemental Instructor: Ge Cheng

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Course Description History 120 is an historical survey tracing the continuing development of civilization from the beginning of the seventeenth century to the present day. Governmental, social, religious, economic, political, intellectual, and aesthetic movements, as well as those ideologies, revolutions, and wars that helped to shape modern history receive special attention.

Instructor Expectations I expect that all members of this course will observe standard classroom etiquette and complete all assignments as detailed in the course syllabus.

Graded Material Final grades are based on 6 multiple choice quizzes, three exams, (identification of terms, short answer, and essay), one 1250 word essay, and preparation and participation and are calculated as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Quizzes 6x5</td>
<td>30%</td>
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<tr>
<td>Exams 3x 15</td>
<td>45%</td>
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<tr>
<td>Essay</td>
<td>15%</td>
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<tr>
<td>Preparation/Participation</td>
<td>10%</td>
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Grading Scale:
A 90-100%
B 80-89%
C 70-79%
D 60-69%
F 59% and below

Makeup exams and quizzes will be given at instructor’s discretion and only for verified emergencies. No credit is awarded for writing to learn exercises submitted after the due dates listed in the syllabus.


**Preparing for Quizzes and Exams** In order to successfully complete your quizzes and exams you must regularly attend class, take detailed lecture notes, and thoroughly and carefully complete all required reading and Blackboard assignments. Preparation is the key to successful quizzes and exams. Experience has shown that if you attempt to prepare at the last minute you will learn very little and earn a low grade. I encourage all students to complete the practice exam available in the documents section of the course Blackboard and then review the results with me or Ms. Cheng. Completing a thorough writing to learn exercise also correlates positively with a passing grade on the exams and quizzes. On the exam, I expect you to write 3-4 sentence answers for your identification of terms, 6-8 sentence answers for your short answer questions, and 2 page (large bluebook) answers for your essays.

**Preparing the Essay** Your 1250 word essay (title page and bibliography do not count toward the 1250 word requirement) will take the form of a review of a motion picture’s historical accuracy. Typically, students select 3-4 historical issues raised in the film and evaluate their historical accuracy. In order to complete your assignment properly, you will need to use course readings as well as at least two outside (other than your textbook or the lectures) sources. Do not use sources that review the film that you selected. Instead, you must select sources that address issues raised in your film and your essay. You may, for example, review *Tora, Tora, Tora* and examine the depiction of such issues as Japanese-American efforts to avert war, the reasons for the attack on Pearl Harbor, and the damage caused by the Japanese strike. Your papers must contain citations and a bibliography that conform to the *Chicago Manual of Style*. All students are required to submit a complete rough draft by April 4. Failure to submit a rough draft will incur an automatic deduction of one letter grade for the essay assignment. You may submit a rough draft to me, an FSU writing center consultant (672-1033/ located in the basement of the Helen T. Chick building) or to Smarthinking. Essay grades are based on the quality of your research, analysis, content, and writing. Any evidence of plagiarism will result in an automatic failing grade for this assignment. Your completed essays are due on April 25. You are required to staple your first draft to your final draft. If you submit
your rough draft to Smarthinking you must also attach your consultant’s comments. If you submit your paper to the writing center then you must attach your encounter form.

**Preparation/Participation** You will earn 1 preparation/participation point for each SI meeting and up to 2 points for a writing to learn exercise (please see below). Every student should earn 10 preparation/participation points during the course of the semester.

**Preparing the Writing to Learn Exercises** Each writing to learn exercise requires you to select 10 terms from lecture and/or reading that you will then define and explain the historical significance for in 3-4 sentences. Next, you must create and then answer 5 short answer questions taken from lecture and/or reading. Your answers must be 6-8 sentences. All answers must be paraphrased and if you use a source other than the textbook, lecture, or films you must cite that source. If you use another author's words (textbook or outside source) then you must indicate that quote. **Failure to cite outside information or indicate quotes will result in a zero for the entire assignment.** Your 10 terms and 5 short answers **must be taken from the current lecture and reading** and are due one class meeting prior to each exam. Please refer to your blackboard documents section for an example of a writing to learn exercise. **I am happy to review your writing to learn exercises before you submit them for a grade.**

**Lecture and Reading Schedule**

**Part 1 The Early Great Powers (January 13-February 10).** Readings and lectures will focus on 15th to 18th century Spanish, French, English, Russian, Ottoman, Chinese, and Japanese history. For part 1 of the course please read chapters (in the order listed) 23, 22, 27, and 26. Please also watch video presentations on Muslim Spain, the English Enclosure Movement, Russia and Peter the Great, the early Ottoman Empire, and Tokugawa Japan. All videos are on the course blackboard in the course content section.

**Part 2 Revolution, Modernization, and the First World War (February 14-March 21) Lectures** will focus on 18th and 19th century French, Prussian/German, Japanese, Chinese, and Ottoman history and World War I. For part 2 of the course please read chapters 28, 31, 32, and 33. Please also watch video presentations on Jacobin France, Meiji Japan, the decline of the Ottoman Empire, the origins of World War I, and the failure of the Schlieffen Plan. All videos are on the course blackboard in the course content section.

**Part 3 The Interwar Period, the Second World War, and postwar Europe and Asia (March 26-May 2).** Readings and lectures will focus on the interwar period, World War II, and the rise of Communist China. For part 3 of the course please read chapters 34, 35, 36, and 37. Please also watch video presentations on interwar China, Stalin and the modernization of the USSR, the Eastern Front and the Battle of Moscow, and Mao’s China. All videos are on the course blackboard in the course content section.
Due Dates

Writing to Learn Exercise 1 is due at the beginning of class on February 10
Writing to Learn Exercise 2 is due at the beginning of class on March 21
Writing to Learn Exercise 3 is due at the beginning of class on May 2

Quiz 1 will be held on January 27
Quiz 2 will be held on February 7
Quiz 3 will be held on February 27
Quiz 4 will be held on March 19
Quiz 5 will be held on April 14
Quiz 6 will be held on April 30

Exam 1 will be held on February 12
Exam 2 will be held on March 24
Exam 3 will be held on TBA

Essay first drafts are due on April 4
Essay final drafts are due on April 25

Student Core Learning Outcomes
Identify and critically examine aspects of global diversity.

Recognize and analyze significant aspects of global heritage, including art and architecture and philosophy and religion.

Identify and critically examine aspects of global interdependence.

Student Learning Outcomes
GOAL 1: Rise of the West. The learner will trace events and evaluate the significance of movements associated with the rise of the West.
GOAL 2: European Domination. The learner will examine causes and consequences of Europe's world domination.
GOAL 3: Twentieth Century Turmoil. The learner will analyze causes and effects of world events in early twentieth century (1914-1945).
GOAL 4: Modern Economic, Political, and Social Conditions. The learner will analyze problems and assess prospects of an interdependent world (1945-present).
GOAL 5: Patterns of History. The learner will draw relationships between continuity and change in explaining human history.