History 4488
Approaches to World History
Spring 2013 – 2:00 pm to 3:15 pm, Tuesday and Thursday
Room 2030 Social Science Building

Professor: Dr. Charles T. Wynn
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Email: cwynn6@kennesaw.edu
Office Hours: Tuesday/Thursday, and by appointment.

Course Description:
An examination of the various approaches to world history as a field of study, comprising the important debates and controversies in the tradition. The course includes a consideration of contemporary debates and recent developments on topics such as modernization and its place and significance in world history. The examination also includes a critique of the conceptualization of world history in today’s classroom and will suggest possible alternatives.

Required Texts:


Student Outcomes:
1. To cultivate a thorough and functional knowledge of World History as a discipline and theoretical orientation.
2. To explore the construction of World Historical arguments and their critical evaluation.
3. To convey such arguments in a classroom setting.
4. To apply relevant content and key organizational concepts of World History to instructional planning and implementation.

Attendance/Course Policies:
- Attend each class session and be participatory.
- One unexcused absences is allowed. After a student’s first absence, 50 points (from a 1000 point total grading scale) will be deducted from the student’s total grade for each subsequent absence. Twice being tardy for class will equal 1 absence. It is the student’s responsibility to promptly contact me promptly regarding the reason for any absence or tardy.
- Cell phones must be turned off during class. Please notify me prior to class if you are expecting an important call that must be answered. (BUZZ!)
- No cell phone or laptop use is allowed during exams. If a cell phone or similar device is discovered on a student during an exam, the student may be prohibited from completing the exam.
- Laptop use is allowed only if directly related to class activities. Active engagement is critical for success in this course. If I suspect that your laptop is limiting your level of engagement or distracting other students, I will ask you to put it away.
- Any student who is disrespectful or who distracts from, or disrupts, our ability to complete any in-class activity will be asked to leave the class session and will be counted absent. Such behavior can affect the entire class negatively and may affect the offending student’s grade. The student will also need to schedule an appointment with me before attending another class session.
Academic Honesty:

The high quality of education at Kennesaw State University is reflected in the credits and degrees its students earn. The protection of high standards of academic integrity is crucial since the validity and equity of the University's grades and degrees depend upon it. No student shall receive, attempt to receive, knowingly give or attempt to give unauthorized assistance in the preparation of any work required to be submitted for credit (including examinations, laboratory reports, essays, themes, term papers, etc.). Unless specifically authorized, the presence and/or use of electronic devices during an examination, quiz, or other class assignment is considered cheating. Engaging in any behavior which a professor prohibits as academic misconduct in the syllabus or in class discussion is cheating. When direct quotations are used, they should be indicated, and when the ideas, theories, data, figures, graphs, programs, electronic based information or illustrations of someone other than the student are incorporated into a paper or used in a project, they should be duly acknowledged. No student may submit the same, or substantially the same, paper or other assignment for credit in more than one class without the prior permission of the current professor(s).

Students suspected of violating the KSU statement of Academic Honesty will meet with the instructor to discuss the violation AND will be reported to the Department of Student Conduct according to the process outlined at the following link: https://web.kennesaw.edu/scai/content/scai-misconduct-procedures.

Examples of Plagiarism Avoidance websites:
http://plagiarism.org/
http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml
http://www.library.arizona.edu/help/tutorials/plagiarism/index.html

ADA Compliance:

The Americans with Disabilities Act (ADA), Public Law 101-336, gives civil rights protections to individuals with disabilities. This statute guarantees equal opportunity for this protected group in the areas of public accommodations, employment, transportation, state and local government services and telecommunications. Should you require assistance or have further questions about the ADA, please contact: Ms. Carol Pope, ADA Compliance Officer for Students 770-423-6443.

D2L

Electronic access to course material is provided through http://d2l.kennesaw.edu. Use the D2L link to connect to your individual class page on which the syllabus, assignments, readings, rubrics etc. will be posted.

Course Schedule/Topical Outline (Dates are tentative):

Jan. 10    -Introduction to Course

Jan. 15, 17 -World History Model Lesson
(See D2L for lesson plan)

Jan. 22, 24 -Deconstructing the World History Model Lesson (Macro)
  Why Teach/Study World History?
  Approaches to the Past: Traditional World History v “New World History”
  An Eclectic Approach to Teaching World History?
  Historical Thinking Standards: The Five Interconnected Skills
  National History Standards and World History Content Standards
  National Council for the Social Studies – The 10 Themes and World History
  Georgia Performance Standards – World History
  What should guide your planning?
Jan. 29, 31  -Deconstructing the World History Model Lesson (Micro)
            The Lesson Planning Process (The Concept and Practice of Backwards Planning)
            Constructing the Lesson Rationale
            Constructing/Finding Essential Questions
            Constructing Behavioral Objectives
            Constructing Informal and Formal Assessments
            Overview of Lesson/Teaching Assignment (See Guidelines and Rubrics on D2L)
            Selecting a Lesson/Teaching Topic

Feb. 5, 7  -Conceptualizing World History through Big Eras
            12, 14  Group Presentations (Please see presentation guidelines on D2L):
                    • Big Eras: A Broad World History Framework (Dr. Wynn)
                    • Humans in the Universe
                    • Human Beings Almost Everywhere
                    • Farming and the Emergence of Complex Societies
                    • Expanding Networks of Exchange and Encounter
                    • Patterns of Interregional Unity
                    • The Great Convergence
                    • Industrialization and its Consequences
                    • A Half-Century of Crisis
                    • Paradoxes of Global Acceleration

Feb. 14  Exam I (Take-home) Assignment – Due Feb. 21*

Feb. 19, 21, 26, 28  -Debating a World History Narrative: Origins of the Modern World
            Group Presentations (Please see presentation guidelines on D2L):
                    • The Rise of the West (Dr. Wynn)
                    • The Material and Trading Worlds, circa 1400
                    • Starting with China
                    • Empires, States, and the New World, 1500-1774
                    • The Industrial Revolution and Its Consequences, 1750-1850
                    • The Gap
                    • Change or Continuity

(Spring Break-March 4-8)

March 13  Last Day to Withdraw Without Academic Penalty

March 12, 14  -The Cognitive Dynamics of Teaching and Learning World History
                -The Concepts of “Them” and “Then”
                -“Presentism” v Historical Context (contextualized historical thinking)
                -The Cognitive Discipline Required for Disciplinary “Historical” Thinking and Complex
                  Problem-Solving
                -Scaffolding Students toward Historical Thinking and Decision-Making: Instructional
                  Implications
                -Overview/Expectations of Lesson/Teaching Presentations

March 19 – April 18  -World History Lesson/Teaching Presentations (See guidelines on D2L)
            *Each student’s lesson plan must be submitted just prior to his/her presentation.*

April 23  -Debriefing of Teaching Presentations and Lesson Plans
            *Graded lesson plans will be returned with suggestions for improvement.*
April 25   -Review of Approaches to Teaching World History (Micro and Macro)

April 30   -Exam II Review (Last day of class) – Study guide will be posted on D2L prior to class.

May 2     -Exam II – 1:00 pm to 3:00 pm

Course Requirements/Grading Policy

Total points result in the following final grade: 900-1000=A, 800-899=B, 700-799=C, 600-699=D, 0-599=F.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
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<tbody>
<tr>
<td>Big Areas Presentation (See D2L for Guidelines and Grading Rubric)</td>
<td>100</td>
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<tr>
<td>Debating the Origins of the Modern World Presentation (See D2L for Guidelines and Grading Rubric)</td>
<td>100</td>
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<tr>
<td>Exam I (Take-home)</td>
<td>250</td>
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<tr>
<td>Teaching Presentation (See D2L for Guidelines and Grading Rubric)</td>
<td>100</td>
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<tr>
<td>World History Lesson Plan (See D2L for Guidelines and Grading Rubric)</td>
<td>200</td>
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<tr>
<td>Exam II</td>
<td>250</td>
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*Students who miss an assignment to an unexcused absence may not make-up the assignment. Due dates for each assignment may be found in the Course Schedule/Topical Outline section above.