History 4488
Approaches to World History
Spring 2015 – 9:30-10:45, Monday and Wednesday
Room 3007 Social Science Building

Professor: Dr. Charles T. Wynn
Office: 4089 Social Science
Phone: (470) 578-6360
Email: cwynn6@kennesaw.edu
Office Hours: Monday through Thursday 11:00 to noon, 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/World Area Studies to instructional planning and implementation.

Attendance/Course Policies:
• Attend each class session and be participatory.
• Two unexcused absences are allowed. After a student’s second 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 regarding the reason for any absence or tardy.
• If you are tardy, it is your responsibility to see me after class so I may change the recorded absence to a tardy. If you fail to do so, the recorded absence may stand.
• A student with more than 7 absences will fail HIST 4488.
• A student must be in class for a minimum of 55 minutes to be counted as present for the class.
• 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.
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- Turn in assignments on time. Late submissions will result in a 10% deduction per day.
- All assignments must be completed and submitted in order to pass this course.
- 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:
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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. 7 -Introduction to Course

Jan. 12, 14 -World History Model Lesson (See D2L for lesson plan)
Jan. 21, 26  - 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/World Area Studies
   What should guide your planning?

Jan. 28,
Feb. 2  - 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
   The Use of Technology in Lesson Planning
   Differentiated Instruction
   -edTPA Commentary/Process

Feb. 4, 9, 11, 16, 18 - Conceptualizing World History through Big Eras
   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. 18-Exam I (Take-home) - Due Feb. 23*

Feb. 23, 25 - Concept Development: World Area Studies GPS
   - Lesson Planning: Instructional Procedures (In-class planning)

March 3 Last Day to Withdraw Without Academic Penalty

March 2, 4 - 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 9-25 - Micro Teaching (See D2L for guidelines and grading rubrics.)

March 30 - Debriefing of Teaching Presentations and Lesson Plans and edPTA Reflections/Process
*Graded lesson plans will be returned with suggestions for improvement.*

April 1, 13, 15 - Debating a World History Narrative: Origins of the Modern World
20, 22 Group Presentations (Please see presentation guidelines on D2L):
- The Rise of the West (Dr. Wynn)

****April 4-10 Spring Break – No Classes****
- 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

April 27 - Review of Approaches to Teaching World History (Micro and Macro, related topics, and edTPA)

April 29 - Exam II Review (Last day of class) – Study guide will be posted on D2L prior to class.

May 4 - Exam II – 10:30 am to 12:30 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.

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<tr>
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<td>100</td>
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<tr>
<td>World History Lesson Plan (See D2L for Guidelines and Grading Rubric)</td>
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History 4488 (FE)
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Course Description:

The course examines approaches to world history as a field of study, including important debates and controversies in the tradition, along with best practices in teaching world history. The course includes a consideration of recent developments on topics such as modernization and globalization and their significance in world history, philosophical perspectives on the importance of world history in today’s secondary classrooms, world history lesson planning and teaching, and a 20 hour middle school field component.

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/World Area Studies to instructional planning and implementation.
5. To tutor middle school students in the AVID program.

Palmer Middle School Field Experience (Requirements/Expectations)

You have agreed to participate in a pilot field experience/tutorial component of HIST 4488. This pilot program includes a sixteen hour AVID tutorial experience and fifteen hours of observation, assistance, and teaching in a 6th or 7th grade World Area Study class at Palmer Middle School. Each participant must complete AVID tutor training, make arrangements for school and classroom visits, adopt appropriate inquiry-based instruction and response procedures, and assist and provide constructive feedback for students. Participants must complete a background check before participating in this experience.

AVID

The AVID (Advancement Via Individual Determination) program helps prepare students for academically challenging courses, especially honors and AP courses in high school. The program prepares high potential students to complete a challenging school curriculum that leads to success in college, and is designed to increase students’ achievement, develop critical thinking skills in writing for learning, and become an effective learner in groups.
The HIST 4488 field experience at Palmer Middle School involves candidate participation in the AVID tutorial for approximately 16 Hours over 8 weeks. We will meet with the program director to develop a tutorial schedule for each participant. The schedule on the following page provides an overview of the number of tutors needed from each KSU class. We will use this overview to guide the development of individual schedules.

We will attend an orientation meeting at Palmer Middle School on January 15 at 1:20 pm. Participants must successfully complete the AVID training by Wednesday, January 28, and submit the completed training materials to me in class. These materials will be provided for you at the orientation. Follow this link for more information about AVID [http://avidcenter.org/sec_overview.html](http://avidcenter.org/sec_overview.html).

(See Field Experience Guidelines and Requirements on page 6 and 7.)

World Area Studies Classroom Experience

Participants are also required to complete a three week (15 hour) field experience that involves observing, assisting, and teaching one lesson in a 6th grade or 7th grade World Area Studies classroom. The field experience begins Monday, March 9 and ends Friday, March 27. Participants are not required to attend HIST 4488 class during this three week period, and will rejoin the class on Monday, March 30. HIST 4488 students not participating in the pilot field experience program will be completing in-class micro-teaching assignments during this three week period.

(See Field Experience Guidelines and Requirements on page 6 and 7.)

Professional Mindset/Dispositions

Candidates should approach this field experience with the utmost professionalism. Your effectiveness in successfully completing your field assignments is in essence your first extended job interview. Treat this field experience like a job in terms of attendance, promptness, readiness, professional demeanor, dress, etc. Candidates must successfully complete all 31 hours of the field experience to receive field experience points (200 max).

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- If you are tardy, it is your responsibility to see me after class so I may change the recorded absence to a tardy. If you fail to do so, the recorded absence may stand.
- A student with more than 7 absences will fail HIST 4488.
- Field Experience Attendance Policy - Attend each scheduled tutorial session and in-class field assignment at Palmer Middle School. If you must be absent from your placement you must receive permission from your collaborating teacher and university supervisor in advance (Dr. Wynn). In case of an emergency absence follow the following communication chain:
  * Notify the collaborating teacher by phone and email
  * In cases when the collaborating teacher cannot be reached, contact the front desk personnel at Palmer Middle School
  * Notify the university supervisor (Dr. Wynn)
- Missing field experience time counts as an absence!
- A student must be in class for a minimum of 55 minutes to be counted as present for the class.
- 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!)
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March 3 Last Day to Withdraw Without Academic Penalty

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March 9-27  - Palmer Field Experience (See page 6 and 7)

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<td>Teaching Presentation - Palmer Middle School</td>
<td>100</td>
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<td>World Area Studies Lesson Plan (See D2L for Guidelines and Grading Rubric)</td>
<td>200</td>
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<td>AVID Tutoring Program</td>
<td>100</td>
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FIELD EXPERIENCE GUIDELINES AND REQUIREMENTS

Mandatory HIST 4488 Field Experience Orientation: January 15, 1:20 at Palmer Middle School

Field Experience Part I: AVID (Advancement Via Individual Determination)

AVID TRAINING - January 15 – January 28: 100 Points

During the first three weeks of this course, you are expected to complete seven steps to become a certified AVID tutor. You must complete all steps below in order to participate in AVID tutorials at Palmer Middle School. You will find all of the AVID videos and handouts on this website: https://sites.google.com/site/palmeravid/home. I will also give you hard copies of the AVID handouts at the beginning of the semester. The details below are intended to specify what is due to become an AVID tutor. This document is not meant to serve as a replacement for the website. You must access the website and use it as a guide to complete the requirements detailed below.

Label each reflection the same as the title of each step. For example, for step two you will label the reflection as “Video Observation of AVID Tutorial.” Also, when you are told specifically what to address in the reflections (reflections for step two, three, four, and seven), use headings so I can clearly see that you have addressed each question. For example, in step two you may use the headings “Compare and Contrast” and “Wait Time.”

Step One: Live Observation of AVID Tutorial
DUE DATE: Observation, Thursday, January 15; Reflection, Wednesday, January 21
1) Complete an AVID observation checklist (handout)
2) Write a one-page, single-spaced reflection of what you observed

Step Two: Video Observation of AVID Tutorial
DUE DATE: Wednesday, January 21
1) Complete an AVID observation checklist (handout)
2) Write a one-page, single-spaced reflection, considering the points detailed below:
   a. Compare and contrast what the student presenter, the tutor, the teacher, and the group members are doing during the tutorial
   b. Explain the importance of “wait time” during the tutorial

Step Three: Tutorial Request Form (TRF)
DUE DATE: Wednesday, January 21
1) Evaluate a student sample of a TRF you receive (one-page, single-spaced)
   a. What feedback would you provide as the instructor?
   b. How does the TRF reinforce rigorous and critical thinking?
   c. Brainstorm ways you can scaffold effective use of the TRF with students.

Step Four: Cornell Notes
DUE DATE: Wednesday, January 21
1) Evaluate the student sample of Cornell notes you receive (write feedback on the notes)
2) Reflection (one-half page, single-spaced)
   a. How can you reinforce Cornell notes during the AVID tutorial and in the classroom?
   b. What can we do to ensure students use their notes as a learning tool?

Step Five: View AVID Tutorial Reflections
DUE DATE: Wednesday, January 21
1) No task
Step Six: Live Observation of AVID Tutorial
DUE DATE: Observation, Wednesday, January 21; Reflection, Wednesday, January 28
1) Complete a Tutorial Observation Checklist (handout)
2) Write a one-page, single-spaced reflection

Step Seven: Self-Assessment
DUE DATE: Wednesday, January 28
1) One-page, single-spaced reflection using the “Tutorial Self-Assessment Tips” handout to guide your reflection

Individual tutorial schedules will be developed based on the chart below.

<table>
<thead>
<tr>
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<tr>
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<td>HIST 4488&lt;br&gt;9:15-10:09</td>
<td>ENGL 3310&lt;br&gt;6 Students</td>
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<td>Class in session from 9:30 to 10:45</td>
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<tr>
<td>8th</td>
<td>HIST 4488&lt;br&gt;12:36 – 2:23</td>
<td>ENGL 3310&lt;br&gt;6 Students</td>
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<td>6th</td>
<td>HIST 4488&lt;br&gt;2:28 – 4:15</td>
<td>HIST 4488&lt;br&gt;5 Students</td>
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</table>

Field Experience Part II: World Area Studies Classroom Experience (March 9-27) – 100 points

You and one other student will be assigned to a 6th or 7th grade social studies teacher at Palmer Middle School. I will meet with you and your assigned teacher at Palmer prior to this three week period (March 9 to March 27) to select the specific class to which you will be assigned, and to provide an overview of the field experience goals and related assignments. You will attend the designated class each day (Monday through Friday) during the three week period, and will not attend HIST 4488. Your responsibilities include assisting your cooperating teacher (CT) as he/she directs. You will also teach one lesson. The topic of that lesson will be selected by your CT. See D2L for the lesson plan template, the lesson plan grading rubric, the reflection requirements and guidelines after you teach your lesson, and the observation form that will be used to evaluate and provide feedback on your lesson.

Field Experience Attendance Policy - Attend each scheduled tutorial session and in-class field assignment at Palmer Middle School. If you must be absent from your placement you must receive permission from your collaborating teacher and university supervisor in advance (Dr. Wynn). In case of an emergency absence follow the following communication chain:
   * Notify the collaborating teacher by phone and email
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**Missing field experience time counts as an absence!

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