History 4488
Approaches to World History
Spring 2017 – 9:30-10:45, Monday and Wednesday
Room 3032 Social Science Building

Professor: Dr. Charles T. Wynn
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Office Hours: Monday through Wednesday 11:00 to 1:00, and by appointment.

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 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 successfully complete a middle school field experience.

Palmer Middle School Field Experience (Requirements/Expectations)
HIST 4488 (Section 01) students are required to complete a classroom internship or AVID tutorial experience. Students who completed the AVID tutorial experience during HIST 3271 will complete their classroom internship this semester. Students who completed their classroom internship during HIST 3271 will complete their AVID tutorial experience this semester.

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 AVID tutorial experience at Palmer Middle School involves tutoring in the AVID program for approximately 16 hours over 8 weeks. We will meet with the program director to develop a tutorial schedule for each participant.

We will attend an orientation meeting at Palmer Middle School Thursday, January 19th (12:45-1:15 Welcome/Expectations with Palmer Principal, Lisa Jackson, 1:15-1:35 AVID Tutorial Observation). Participants must successfully complete the AVID training by Wednesday, February 15th, and submit the completed training materials to me in class. These materials are posted on D2L under AVID Resources. Please bring the related AVID training handouts to the January 19th orientation. Follow this link for more information about AVID http://avidcenter.org/sec_overview.html.

Classroom Internship

Participants are required to complete a three week (15 hour) classroom internship that involves observing, assisting, and teaching one lesson in a social studies classroom at Palmer Middle School. **In order to complete your internship, you must attend the Palmer orientation, January 18 at 12:45 pm.** The classroom internship begins Monday, March 13 and ends Friday, March 31. You will meet your Cooperating Teacher Wednesday, February 8th from 4:20 to 4:45. HIST 4488 Classroom interns must attend this meeting.

Professional Mindset/Dispositions

Candidates should approach this field experience with the upmost 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.

Attendance/Course Policies:

- Attend each class session and be participatory.
- **Students are solely responsible for managing their enrollment status in a class; nonattendance does not constitute a withdrawal.**
- 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 6 absences will fail HIST 4488.
- **Field Experience Attendance Policy** - Attend each scheduled tutorial session or internship class at Palmer Middle School. If you must be absent from your placement you must receive permission from your cooperating teacher and university supervisor in advance (Dr. Wynn). In case of an emergency absence follow the following communication chain:
  - *Notify the collaborating teacher or Mr. Koilpillai by phone and email*
  - *In cases when the collaborating teacher or Mr. Koilpillai 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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(Attendance/Course Policies continued)

- 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.
- 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 Integrity Statement - Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. Section 5. C of the Student Code of Conduct addresses the university’s policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to university materials, misrepresentation/falsification of university records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the Department of Student Conduct and Academic Integrity (SCAI), which includes either an “informal” resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct’s minimum one semester suspension requirement. See also https://web.kennesaw.edu/scai/content/ksu-student-code-conduct.

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

Students who violate any provision of this code on any assignment will receive zero points on the assignment. Students with two violations will receive a final grade of F. Please see the sites below to assist you in avoiding plagiarism:

- http://plagiarism.org/
- http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml
- http://www.library.arizona.edu/help/tutorials/plagiarism/index.html

ADA Compliance:

Students with qualifying disabilities under the Americans with Disabilities Act (ADA) and/or Section 504 of the Rehabilitation Act who require “reasonable accommodation(s)” to complete the course may request those from the Department of Student Success Services. Students requiring such accommodations are required to work with the University’s Department of Student Success Services rather than engaging in this discussion with individual faculty members or academic departments. If, after reviewing the course syllabus, a student anticipates or should have anticipated a need for accommodation, he or she must submit documentation requesting an accommodation and permitting time for a determination prior to submitting assignments or taking course quizzes or exams. Students may not request retroactive accommodation for needs that were or should have been foreseeable. Students should contact the office as soon as possible in the term for which they are seeking accommodations. Student Success Services is located in the Carmichael Student Center in Suite 267. Please visit the Student Success Services website at sss.kennesaw.edu/sds for more information, or call the office at 470-578-2666.

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. 11 - Introduction to Course

Jan. 16 - MLK Holiday

Jan. 18, 23 - World History Model Lesson (See D2L for lesson plan)

Jan. 25, 30 - 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 Standards of Excellence (GSE) – World History/World Area Studies
  What should guide your planning?

Feb. 1, 6 - 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
  Constructing the Content Outline
  Constructing the Lesson Procedures: Intro, Instruction & Activities, Closure
  Differentiation
  Sources Used and Ancillary Materials
  Overview of Lesson/Teaching Assignment (See Guidelines and Rubrics on D2L)
  Selecting a Lesson/Teaching Topic
  The Use of Technology in Lesson Planning

Feb. 8, 13, 20, 22, 27 - Conceptualizing World History through Big Eras
  *Introduction of Big Eras Assignment – Feb. 8
  Presentations (Please see presentation guidelines on D2L)
  • Big Eras: A Broad World History Framework (Dr. Wynn) – Feb. 8
  • Humans in the Universe – Feb. 13
  • Human Beings Almost Everywhere – Feb. 13
  *Feb. 15 – Class in cancelled. (Conference Presentation)
  • Farming and the Emergence of Complex Societies – Feb. 20
  • Expanding Networks of Exchange and Encounter – Feb. 20
  • Patterns of Interregional Unity – Feb. 22
  • The Great Convergence – Feb. 22
  • Industrialization and its Consequences – Feb. 27
  • A Half-Century of Crisis – Feb. 27
  • Paradoxes of Global Acceleration – Feb. 27

*Feb. 22 – Exam I (Take-Home) – Due March 1 in class*

March 1 - Concept Development (Middle School Social Studies GSE)

March 6 - Lecture/Discussion
  - Lesson Planning-Middle School Social Studies GSE: Instructional Procedures (In-class planning)
March 1 - Last Day to Withdraw Without Academic Penalty

March 8, 13 - The Cognitive Dynamics of Teaching and Learning World History
    - Meaningful Learning
    - The Concepts of “Them” and “Then”
    - “Presentism” vs 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
    - Concept Development – Examples from World Area Studies Curriculum (GPS)
    - Overview/Expectations of Lesson/Teaching in the Field

Palmer MS classroom internships begin Monday, March 13 and end Friday, March 31.

March 15, 20, 22, 27, 29 - Micro Teaching (See D2L for guidelines and grading rubrics.)

    • Presentation 1-Introduction: The Rise of the West (Dr. Wynn)
    •

April 1-7 - Spring Break

April 10, 12, 17, 19, 20, 22, 24, 26 - Debating a World History Narrative: Origins of the Modern World Presentations
    (Please see presentation guidelines on D2L):
    • Presentation 2-The Material and Trading Worlds, circa 1400
    • Presentation 3-Starting with China
    • Presentation 4-Empires, States, and the New World, 1500-1774
    • Presentation 5-The Industrial Revolution and Its Consequences, 1750-1850
    • Presentation 6-The Gap
    • Presentation 7-The Great Departure
    • Presentation 8-Conclusion: Changes, Continuities, and the Shape of the Future
    • Discussion/Implications for Teaching World History/World Area Studies

April 24, 26 - Review of Approaches to Teaching World History (Micro and Macro, related topics, and edTPA)
    - Overview of World History/World Area Studies Teaching/Learning Dynamics
    - Preparing for the HIED 4550 and HIED 4650

May 1 - Exam II Review (Last day of class) – Study guide will be posted on D2L prior to class.

May 8 - Exam II – Monday, May 8 – 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.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
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<tbody>
<tr>
<td>Big Areas Presentation</td>
<td>100</td>
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<tr>
<td>(See D2L for Guidelines and Grading Rubric)</td>
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<tr>
<td>Exam I</td>
<td>250</td>
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<tr>
<td>Micro Teaching Presentation</td>
<td>100</td>
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<tr>
<td>World Area Studies Lesson Plan</td>
<td>200</td>
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<tr>
<td>(See D2L for Guidelines and Grading Rubric)</td>
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<tr>
<td>Palmer AVID Tutorial Program/Field Experience</td>
<td>100</td>
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<tr>
<td>Exam II</td>
<td>250</td>
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*Students who miss an assignment due 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.*
FIELD EXPERIENCE GUIDELINES AND REQUIREMENTS

Mandatory HIST 4488 Field Experience Orientation: January 19, (12:45-Building tour with AVID Ambassadors, 1:15-Welcome/Expectations with our Principal, Lisa Jackson, 1:35-AVID Tutorial Observation) at Palmer Middle School

Field Experience Required Option I: AVID (Advancement Via Individual Determination)

AVID TRAINING - January 19 – February 1:

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. The AVID handouts may be found in the AVID Training Overview module on D2L. 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 19; Reflection due Wednesday, January 25
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 25
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, February 1
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, February 1
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, February 1
1) No task
Step Six: Live Observation of AVID Tutorial
DUE DATE: Reflection, Monday, Feb. 8
1) Complete a Tutorial Observation Checklist (handout)
2) Write a one-page, single-spaced reflection

Step Seven: Self-Assessment
DUE DATE: Wednesday, February 15
1) One-page, single-spaced reflection using the “Tutorial Self-Assessment Tips” handout to guide your reflection

Individual tutorial schedules have been assigned in consultation with HIST 4488 (AVID Field Experience) students and Palmer Middle School. Upon completion of your AVID tutorial experience, you must submit an acceptable End of Field Experience Reflection on D2L to receive your field experience points. You may find the directions for this assignment on D2L.

Classroom Internship at Palmer Middle School Social Studies Classroom (Observation, Assistance, and Teaching-March 13-31)
Students completing the social studies classroom internship will be assigned to a 6th, 7th, or 8th grade social studies teacher at Palmer Middle School. **In order to complete your internship, you must attend the Palmer orientation, January 19 at 12:45 pm. You will meet your Cooperating Teacher Wednesday, February 8th from 4:20 to 4:45. HIST 4488 classroom interns must attend this meeting.** From day one of your internship, be very proactive regarding your desire to get actively involved quickly and not simply observe. You will attend your designated class each day (Monday through Friday) during the three-week period (March 13-31). Your responsibilities include assisting your cooperating teacher (CT) as he/she directs. You will also teach at least one lesson. The topic of that lesson will be selected by your CT. See D2L for the form your University Supervisor will use to provide feedback on your lesson, and the form your Cooperating Teacher will use to evaluate your performance during your three-week internship. **Upon completion of your internship, you must submit an acceptable Teaching Reflection and End of Field Experience Reflection on D2L to receive your field experience points. You may find directions for both assignments on D2L.**

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!**

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 field experience requirements to receive field experience points (100 max).