HISTORY 790:899
Proseminar in World History

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Live Office Hours: By appointment
Virtual Office Hours: Tuesdays 9-11 and Thursdays 1-3 (See instructions in the Professor Nelson Contact Information button on our Blackboard Site), or just e-mail me anytime.

Course Description
This readings seminar provides an introduction to the most important literature, themes, theories, interpretations, concepts, and methods of world history as a field of research and scholarship. The course seeks to expose students to global historical topics that explicitly compare experiences across the boundary lines of societies and cultural regions, analyze processes of cross-cultural interaction and examine large-scale patterns that influence historical development on a trans-regional or global scale. Some themes engage with macro-history in that they deal with the whole world or large parts of it. Others examine the workings of large-scale processes in local or regional contexts. The course will also focus upon the practical and theoretical problems associated with the teaching World History.

Grades are based on the completion of an exam portfolio, a literature review paper, and participation in weekly discussion boards.

Disability Accommodation
If you are a student with a disability and anticipate barriers related to this course, it is important to request accommodations and establish an accommodation plan with the University. Please contact the Disability Resource Center (DRC) [https://www.missouristate.edu/disability/], Meyer Library, Suite 111, 417-836-4192, to initiate the process to establish your accommodation plan. The DRC will work with you to establish your accommodation plan, or it may refer you to other appropriate resources based on the nature of your disability. In order to prepare an accommodation plan, the University usually requires that students provide documentation relating to their disability. Please be prepared to provide such documentation if requested. Once a University accommodation plan is established, you may notify the class instructor of approved accommodations. If you wish to utilize your accommodation plan, it is suggested that you do so in a timely manner, preferably within the first two weeks of class. Early notification to the instructor allows for full benefit of the accommodations identified in the plan. Instructors will not receive the accommodation plan until you provide that plan, and are not required to apply accommodations retroactively.
Course Contingency Statement:
I have designed this online course to minimize any potential disruption caused by Covid-19. If the MSU campus is forced to close, our class will continue as scheduled. Virtual office hours will continue as scheduled, but the in-person meeting option will be suspended.

Course Readings

Required Texts


BLACKBOARD Readings
Aside from the required texts, all other readings are available on our Blackboard site. They can be found in the Weekly Assignment button. Each reading has its own folder, which includes an introduction podcast, a set of questions to consider with the reading and the reading itself. All readings are .pdf files, so you will need Adobe Acrobat Reader. This program can be downloaded for free at https://get.adobe.com/reader/. All PDFs are Optical Character Recognition compatible.

I would suggest saving all course readings to your own computer early in the semester to avoid any access problems later.

Weekly Topics

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<th>DATES</th>
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<td>17-23 August</td>
<td>Introduction Week</td>
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<tr>
<td>24-30 August</td>
<td>What is World History? Part 1</td>
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<td>1-6 September</td>
<td>What is World History? Part 2</td>
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<td>7-13 September</td>
<td>The History of World History and Periodization</td>
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<td>14-27 September</td>
<td>World Systems and Very Small Places (Note 2 weeks)</td>
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<td>28 September- 4 October</td>
<td>Social History in World History</td>
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<td>5-18 October</td>
<td>External Approaches to World History (Note 2 weeks)</td>
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<td>19-25 October</td>
<td>Comparative History</td>
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<td>26 October-1 November</td>
<td>From Cross Cultural Contacts to Entangled Histories</td>
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Assessment

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<td>Comprehensive Exam Portfolio</td>
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Grading Scale

100-93%  A  
92.99-90% A-  
89.99-87% B+  
86.99-83% B  
82.99-80% B-  
79.99-77% C+  
76.99-73% C  
72.99-70% C-  
69.99-67 D+  
66.99-60 D  
59.99-0 F

Comprehensive Exam Portfolio

This portion of your assessment is designed to ensure that upon completion of the class you have a fully developed comprehensive exam portfolio that will serve you well when you take your comprehensive exams. Unlike Discussion Boards this portfolio is private; only you and I will have access to it. It provides a space for you to organize your thoughts in preparation for participation on the discussion board and a space to note your final thoughts while they are still fresh after the discussion has finished.

There are two components to this exercise:

1. By Wednesday of each discussion week you will create a new entry in the ‘Exam Portfolio’ link concerning the readings for that week. For each selection, you will write a short abstract (no more than a paragraph) in your own words. A good initial portfolio entry should include the following for each reading:
1. A couple of sentences mapping out the subject, sources, scope and major thesis (or theses) of the reading. Be sure in your synopsis to define how the author framed her/his question or topic. What question or questions does she or he attempt to answer? You may want to use the ‘Questions to Consider’ that accompany each reading when constructing your entry.

2. A sentence or two evaluating the reading’s contribution to your understanding of the issues discussed. Here assess the author’s approach and point of view. If you have objections or find shortcomings, state them. Did you find gaps in the material the author presented? Conversely, if the reading had strengths, what were they? You may also want to note how the reading changed your thinking.

Remember that this is for your own review. State clearly your opinions. They will help you to recall the reading later.

2. Within a week of the discussion board closing return to the ‘Exam Portfolio’ link and in a paragraph or two assess the online discussion board, noting the key ideas or insights that you and your classmates raised. Has your opinion changed concerning any of the readings? What were the key ideas that you took away from that week?

This exam portfolio is a critical part of our course. It serves three important roles:

1. It ensures critical and timely reading of course materials.
2. It provides you with an opportunity to take stock of class readings both at the point of reading and after discussion in a methodical manner.
3. It provides the perfect review tool for your comprehensive exams. PLEASE BE SURE TO EXPORT YOUR PORTFOLIO AT THE END OF OUR COURSE AND SAVE IT. IT WILL BE YOUR PRIMARY REVIEW TOOL FOR YOUR WRITTEN AND ORAL COMPREHENSIVE EXAMS.

Participation on Discussion Boards
The key to a successful on-line graduate course is participation in discussion. It is important for all of us to interact on a regular basis in order to share and explore our ideas and perspectives. For this purpose I have created weekly forums with questions to spur discussion. Each week you will post your own thoughts on a specific topic before reading and responding to your classmates’ postings. Readings for each week must be completed by Wednesday the date by which you must post your response to the discussion board question(s). Thus you should see the reading assignments as running from Wednesday to Wednesday even if the discussion of each assignment will run from Monday to Sunday.

You are encouraged to spin off questions and debates related to the original topic. You are also welcome to address any ‘Questions to Consider’ found in the introductory document for the week that you found useful in preparing for discussion. You are expected to participate in a meaningful way each week. Every week you are also required to comment on at least three other classmate’s postings, but are welcome to comment on as many as you would like. Depending on how well online discussion goes, I may also require you to prepare a specific contribution for discussion that will also count towards this portion of your grade.

Some weeks after our initial discussion concludes I may open up a post discussion thread where I will raise further issues, encourage further discussion of particularly important threads, or broaden the perspective on the subject. I will notify you of these threads via an announcement and an e-mail.
Preparing for Discussion Boards

Your postings on the discussion board are the final phase in a process. Each week—with the exception of the opening week and the research paper week—will conform to the following format:

Introductory Podcast: This podcast offers a brief introduction to the topic of the week, how it relates to the rest of the course, and why I chose the topic for study. This podcast is followed by a clear statement of our learning objectives for each week.

Weekly Readings Folders

Each reading is posted in its own folder. In that folder you will find the following:

Introduction Podcast: These podcasts introduce the reading and why I chose it for our course.

Questions to Consider: Question-driven reading is critical reading. With this in mind, this section provides a set of questions designed to help you engage with often unfamiliar topics. Use these questions both to prepare your discussion board postings and to complete your comprehensive exam portfolio (see below).

The Reading as a .pdf: An electronic copy of the reading in a printable format or a full bibliographic reference to a required text for our course.

These features are designed to prepare you for our on-line discussion. While working through these readings be sure to keep in mind the Discussion Board threads for the week. These can be found with the link to the discussion board. Once you have completed the readings and collected your thoughts, you are ready to complete the ‘Comprehensive Exam Portfolio’.

Finally select the live 'Discussion Board' link where you can join the debate.

Rules and Guidelines for Posting on the Discussion Board

The following are requirements for each week.

- Many questions are broad and would require a book length posting to fully answer. Instead of seeking to answer the whole question, it may be better to focus on one or two topics that intersect with the question which you think are particularly revealing or that will move the discussion forward. The key here is to replicate the interchange that would normally occur in a live seminar. When posting ask yourself what would you want to add to the conversation if we were meeting live to discuss the readings?
- A good initial discussion board posting will normally use quotes from the readings to support its ideas. They should also be free of spelling errors and use proper sentence structure.
- Please avoid significant overlap with the observations of your colleagues.
- Please submit your first post by Wednesday. This will give your classmates time to reply.
- While your first post should directly answer the question(s) posed on the discussion board, you are also welcome to draw the debate in a different direction in subsequent posts. One way of doing this might be by addressing one of the ‘Questions to Consider’ in the readings folders.
- Each week you are required to respond to at least three posts by classmates, but are welcome to respond to as many as you would like.
I have adopted for my courses this excellent guide to on-line discussion board etiquette. Please read this carefully before posting to our first discussion board. I include a .pdf of these guidelines with our first discussion board.

12 Ground Rules for Online Discussions

*Participate:* This is a shared learning environment. No lurking in the cyberspace background. It is not enough to login and read the discussion thread of others. For the maximum benefit to all, everyone must contribute.

*Report Glitches:* Discussion forums are electronic. They break. If for any reason you experience difficulty participating, please call, email, or otherwise inform me of the issue. Chances are others are having the same problem.

*Help Others:* You may have more experience with online discussion forums than the person next to you. Give them a hand. Show them it’s not so hard. They’re really going to appreciate it!

*Be Patient:* Read everything in the discussion thread before replying. This will help you avoid repeating something someone else has already contributed. Acknowledge the points made with which you agree and suggest alternatives for those with which you don’t.

*Be Brief:* You want to be clear—and to articulate your point—without being preachy or pompous. Be direct. Stay on point. Don’t lose yourself, or your readers, in overly wordy sentences or paragraphs.

*Use Proper Writing Style:* This is a must. Write as if you were writing a term paper. Correct spelling, grammatical construction and sentence structure are expected in every other writing activity associated with scholarship and academic engagement. Online discussions are no different.

*Cite Your Sources:* Another big must! If your contribution to the conversation includes the intellectual property (authored material) of others, e.g., books, newspaper, magazine, or journal articles—online or in print—they must be given proper attribution.

*Emoticons and Texting:* Social networking and text messaging has spawned a body of linguistic shortcuts that are not part of the academic dialogue. Please refrain from :-) faces and c u l8r’s.

*Respect Diversity:* It’s an ethnically rich and diverse, multi-cultural world in which we live. Use no language that is—or that could be construed to be—offensive toward others. Racists, sexist, and heterosexist comments and jokes are unacceptable, as are derogatory and/or sarcastic comments and jokes directed at religious beliefs, disabilities, and age.

*No YELLING!* Step carefully. Beware the electronic footprint you leave behind. Using bold upper-case letters is bad form, like stomping around and yelling at somebody (*NOT TO MENTION BEING HARD ON THE EYE*).

*No Flaming!* Criticism must be constructive, well-meaning, and well-articulated. Please, no tantrums. Rants directed at any other contributor are simply unacceptable and will not be tolerated. The same goes for profanity. The academic environment expects higher-order language.

*Lastly, Remember: You Can’t Un-Ring the Bell.* Language is your only tool in an online environment. Be mindful. How others perceive you will be largely—as always—up to you. Once you’ve hit the send button, you’ve rung the bell.

Review your written posts and responses to ensure that you’ve conveyed exactly what you intended. This is an excellent opportunity to practice your proofreading, revision, and rewriting skills—valuable assets in the professional world for which you are now preparing.

*Hint:* Read your post out loud before hitting the send button. This will tell you a lot about whether your grammar and sentence structure are correct, your tone is appropriate, and your contribution is clear.

*Contributors:* Peter Connor - TILT Web Content Writer and Editor
Grading Rubric for the Discussion Board

A: Moved the discussion forward significantly. Summarized relevant information and arguments well, provided thoughtful analysis of relevant sources, added useful insights and took the discussion in new and appropriate directions. Not all of the above are required for an excellent ranking but the majority must not only present but well developed.

B: Did most the above but not as completely. Summaries of main arguments may be incomplete in places for example. Analysis must still be logical with appropriate support although can be lacking in some non-critical details.

C: Provided the required number of posts, provided the basic facts required to participate in the discussion but tended to let others provide the analysis and insight.

D: Failed to provide the required number of responses, or provided responses that were inappropriate, or failed to move the discussion forward. Used inappropriate written, voice or video formats to make comments.

F: No participation, inflammatory remarks

Research Paper

This paper assignment is designed to let you take a deeper look at an important topic related to the course. I have created four options for you, details of which can be found in the Research Paper button on our Blackboard site. For each option I have written an introduction to the problem, provided a bibliography to work from and set a question for you to answer. Some options include possible extra readings. These are optional. You can complete the paper by drawing exclusively from the required set readings. Note that several of these topics require you to secure specific books to complete the assignment. You will want to start the process of obtaining copies of these books well ahead of time. Your assignment is to answer the question in a c. 15 page double-spaced paper. It is due on 10 December.

Class Policies

Dropping a Class

It is your responsibility to understand the University’s procedure for dropping a class. If you stop attending this class but do not follow proper procedure for dropping the class, you will receive a failing grade and will also be financially obligated to pay for the class. For information about dropping a class or withdrawing from the university, contact the Office of the Registrar at 836-5520. You can
access the Academic Calendar on the MSU website to view drop and refund deadlines for the semester.

Statement on academic dishonesty
Missouri State University is a community of scholars committed to developing educated persons who accept the responsibility to practice personal and academic integrity. Students are responsible for knowing and following the university’s student honor code, Student Academic Integrity Policies and Procedures and also available at the Reserves Desk in Meyer Library. Any student participating in any form of academic dishonesty will be subject to sanctions as described in this policy.

Examples of academic integrity violations include; allowing someone else to copy or use your assignments or exams, turning in papers used in other courses or from the internet, and/or using notes or your book for a closed-book exam. Plagiarism means presenting someone else’s work as your own (e.g., copying or paraphrasing someone else’s work without appropriate citations). Any student participating in any form of academic dishonesty will be subject to sanctions as described in this policy.

Statement of nondiscrimination
Missouri State University is an equal opportunity/affirmative action institution and maintains a grievance procedure available to any person who believes he or she has been discriminated against. At all times, it is your right to address inquiries or concerns about possible discrimination to the Office for Institutional Equity and Compliance, Park Central Office Building, 117 Park Central Square, Suite 111, (417) 836-4252. Other types of concerns (i.e., concerns of an academic nature) should be discussed directly with your instructor and can be brought to the attention of your instructor’s Department Head. Please visit the OEC (Office for institutional Equity and Compliance for additional information.

Attendance policy:
The University’s attendance policy can be found at http://www.missouristate.edu/registrar/catalog/attendan.html. As stated in that policy, instructors must provide students with a written statement of the specific attendance policy for that class. The instructor has the responsibility to determine specific attendance policies for each course taught, including the role that attendance plays in the calculation of final grades and the extent to which work missed due to non-attendance can be made up. The University encourages instructors not to make attendance a disproportionately weighted component of the final grade, and also expects instructors to be reasonable in accommodating students whose absence from class resulted from: 1) participation in University-sanctioned activities and programs; 2) personal illness; or 3) family and/or other compelling circumstances. Our class has no required meeting times. Therefore class attendance is the submission of assignments on or before their due dates. Failure to meet assignment deadlines will result in point deductions for late work of at least one-letter grade per day.
Mental Health & Stress Management:
As a student you may experience a range of personal issues that can impede learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. Learn Visit the Missouri State University Counseling Center website to learn more about free and confidential services available to assist you.

Title IX:
Missouri State University has a Title IX policy that guides our response to instances of sexual violence. Sexual Violence includes: Rape, Sexual Assault, Sexual Misconduct, Sexual Discrimination, Domestic Violence, Dating Violence, Stalking, Sexual Harassment and Pregnancy issues. The Title IX policy can be located on the MSU Title IX website. This website is also a good resource for any questions or issues involving Title IX and contains contact information for the MSU Title IX Office and staff. Read an overview of the Title IX office.

If an MSU student discloses a Title IX related issue to a MSU faculty or staff member who is deemed to be a “Responsible Employee” under the policy, that faculty or staff member is required to report such disclosure to the Title IX Coordinator. A responsible employee includes any employee who has the authority to take action to redress sexual violence; who has been given the duty of reporting incidents of sexual violence or any other misconduct by students to the Title IX Coordinator or other appropriate school designee; or whom a student could reasonably believe has the authority or duty to take action. Taylor Health employees and MSU Counseling Center Clinicians are not considered to be Responsible Employees under the policy, and therefore, are not required to report Title IX issues to the Title IX Coordinator.

Chosen Name Policy:
A student may choose a name other than their legal name to identify themselves at Missouri State University. A chosen name is different than the student’s legal name. Refer to the Chosen Name policy for more information. Students can provide their chosen first and middle names in the Profile tab of My Missouri State.

Disclaimer & Fair Use Statement:
This course may contain copyrighted material, the use of which may not have been specifically authorized by the copyright owner. This material is available in an effort to explain issues relevant to world history or to illustrate the use and benefits of an educational tool. The material contained in this course is distributed without profit for research and educational purposes. Only small portions of the original work are being used and those could not be used easily to duplicate the original work. This should constitute a ‘fair use’ of any such copyrighted material (referenced and provided for in section 107 of the US Copyright Law).

If you wish to use any copyrighted material from this course for purposes of your own that go beyond ‘fair use’, you must obtain expressed permission from the copyright owner.