

**University of Wisconsin-Parkside
General Education Committee
GenEd Course Assessment Questionnaire.**

Date: March 2009
Respondent: Dr. Jeffrey Alexander
Course: History 128, World History since 1800

The purpose of this Assessment is to identify:

- Those aspects of currently and recently offered GenEd courses that achieve the goals of the GenEd Program [GenEd goals are listed below]
- Any aspects of those courses could better reflect those goals
- Particularly useful or effective aspects of those courses that could be modeled by other Instructors or Departments

1. Over the past 5 years, how often has this course been taught? Has it been taught in both day and evening/weekend formats? How often? What have its enrollments been?

Actual enrollment data is attached below. This course is always offered in both Fall and Spring semesters, and is sometimes available as a Summer term course as well. It has been taught 11 times in the last five years. It was given by this Instructor, Dr. Jeffrey Alexander, in Fall 2007, Spring 2008, Summer Term I 2008, Fall 2008, and currently in Spring 2009. I will teach it again in Summer 2009.

In the last four semesters, I have taught this course on M-W-F from 1:00-1:50 pm in order to accommodate the greatest number of first-year students' schedules. Our Department finds that this schedule works best and attracts the best enrollment at the 100-level. Our Department builds its semester schedule carefully in order to prevent conflicts between required major courses, and to ensure that required courses as well as GenEd appear logically across the Fall-Spring semesters, without counterprogramming.

The enrollment range in History 128 during the Fall 2007 and Spring 2008 Sessions: 45-50 students. Summer 2008: 15 students. Currently, in Spring 2009: 45 students.

2. Is the course intended primarily to serve the major?

No, it is intended to serve both History and General Education.

3. Are there prerequisites for this course? Does the course involve significant writing and or reading? Does the course involve significant calculations or statistics?

There are no prerequisites for this course. It does involve significant reading and writing, and it has a language requirement that necessitates functional reading/writing skills. Reading and writing requirements include:

- Reading assignment: One 35-page Chapter per week from our assigned textbook, 13 chapters in total.
- Writing Assignments (further details follow below):
 - A list of keywords is displayed in every lecture class, and students must copy them down
 - Note-taking is required in every lecture class
 - One three-page written summary of the assigned Chapter reading is due every week
 - One 2,500-word Research Essay is due at the end of the semester
 - The course does not involve calculations or statistics, but they may be featured in the essay

4. What is the range of class size for sections of this course?

- | | |
|-------------------------------|--------------------------|
| a. ___ fewer than 20 students | d. ___ 50-100 students |
| b. ___ 20-30 students | e. ___ over 100 students |
| c. <u>X</u> 30-50 students | |

5. Primary instruction is provided by (fill in the percentage for all that apply)
- a. tenure-track faculty
 - b. teaching academic staff
 - c. adjuncts
 - d. peer students
 - e. other (specify)

6. Does the course have multiple sections? If yes, is there a common syllabus? If not, indicate how the syllabi/sections differ in fulfilling the general education goal(s) for the course. [Goals copied below]

No, this course does not have multiple sections. It has one syllabus only, which is attached. The course structure, content, and assignments required GenEd and non-GenEd students alike to attain competency in most of the areas of each of the three GenEd course goals.

7. Conceptually, please specify how this course contributes to student achievement of competency in the areas of:

a. Communication

This course requires students to expand their written and aural communication skills. It involves an array of reading and writing assignments, all of which are aimed at increasing the students' capacity to read, comprehend, summarize, and convey integral details about the course material. This is a cumulative skill set that students build over the semester.

b. Reasoned Judgment

This course requires students to: think carefully about the interconnected nature of World History since 1800; evaluate the growth and collapse of world empires and the consequences of these processes; weigh the costs and benefits of imperialism for colonized peoples; assess the equal importance of Eastern and Western historical perspectives; understand the roles of major nineteenth- and twentieth-century ideological movements, and; be able to identify and convey the long-term historical significance of key actors, events, and concepts.

c. Social and Personal Responsibility

This course requires students to attend class regularly, to turn in all writing assignments, and to contribute constructively and respectfully to class discussions in a call-and-response lecture format. All students are made aware on Day 1 that failure to attend class, to complete all 13 weekly reading summaries, to write a quiz or exam, or to turn in a research essay will cause them to fail the course. All course requirements must be completed or students will not pass.

8. Specifically, what kinds of instructional techniques do you use to achieve student competency in the areas of:

a. Communication

1. The weekly written summaries of the Chapter readings build up the students' capacity to read, digest, synthesize, and convey the main points of a volume of information. These summaries become a study-guide that enables quick review of the textbook prior to quizzes and the final exam. In each summary, students are required to write out all of the keywords and their definitions, and to summarize the major sections of the chapter under appropriate subheadings – and to do so in three pages. This is an exercise in concision, and they struggle in the first few weeks. Soon, however, they learn how to identify the major terms and concepts and how to convey that in the space provided. **Also:** I do not shield them from the pedagogical purpose behind this exercise – I make it clear that in many jobs, employees are often asked by their superiors to research or review a broad range of material and to write a clear, coherent, concise summary or analysis of that material for the purpose of presentation or publication. Interns and analysts are often called upon to write briefs and primers for their superiors, and I tell the

students why learning to read, digest, and summarize historical material has both academic value and practical value in the workplace.

2. The call-and-response lecture format encourages student input on an ongoing basis. I use this technique most often when I summarize key material and isolate its main points.
3. The 2,500-word research essay assignment requires students to conduct independent research and to mobilize their findings in an essay that makes a clear claim. I take writing very seriously, and I am a co-author of *The Nelson Guide to Writing in History*, a copy of which is included in this assessment report. This book, the second edition of which was just published, is an optional text that is available in our campus bookstore. It explains the process of writing a research essay from start to finish, as well as the basics behind writing, conducting research, citation format, writing effective exam answers, and so on. It deals with several writing assignments common to History courses, and it stresses the importance of thinking both critically and historically. I also circulate the highlights of the book for free in a PowerPoint slide show that summarizes the key logical, structural, formatting, and editing requirements. (Its contents are attached.)

b. Reasoned Judgment

This course emphasizes what it means to think and to write *historically*. That is, it requires students to evaluate the causes, effects, and the historical significance of key events, actors, and concepts. I emphasize repeatedly that historical investigation does not mean memorizing names and dates – in fact, I tell the students that I do not quiz on dates. All dates are provided on quizzes and exams. I want students to understand that real historical investigation is concerned not with factoids and minutia, but with broad trends that can be shown to have had impact over time. It is in this way that we explore the effects of penal transportation, imperialism, the industrial revolution, women’s suffrage, Marxism, fascism, Nazism, and so on.

Similarly, in our research essays, students are required to make a choice between two historical events, persons, concepts, or even commodities and to make a clear claim that argues for the greater historical significance of one over the other. In this way, I am teaching them, by providing the context for the claim, how to grow from writing mere reports to writing papers that have an *argument*.

Next, when asking questions in class, I often take the opportunity to let students tease out the answers or significant points, rather than merely tell them what the answers are. This occurs when trying to identify the causes of the Great Depression, or the criteria of Nazi racial theory, or the locations and significance of Cold War-era proxy conflicts.

c. Social and Personal Responsibility

These values are stressed firstly through my strict attendance policy, which maintains that more than three unexplained absences results in an automatic failure loss of a full letter grade because attendance is a course requirement. Further unexplained absences results in the failure of the course, for which I assign a grade of “FN.” I make it clear that if students expect to be away due to illness, or a medical appointment, or a court date, etc., that they are required to make me aware of this in advance. This is a fundamental part of adult life – learning to communicate and to negotiate with authority figures. My students learn this quickly and they follow through.

Next, these values are stressed in class, where I expect that students show up on time, that phones be turned off, that no outside work be completed during class time, and that lecture is not the time for conversing with classmates. In class, I require that students respect their peers when asking or responding to questions.

Finally, I stress the important and occasionally nefarious role of policy-creation throughout World History and the role of the individual citizen in that process. Whether it deals with fiscal and monetary policy, or imperial expansionist agendas, or exclusive racial theories, I underline for students how the role of the individual, be it active or passive, influences policy creation and its consequences. I stress the role of the individual in the struggle

between classical liberalism and classical conservatism, the role of a free press in the defense of civil liberties, and the role of nationalism and individual prejudice in the formulation of race laws and even genocide. Social and personal responsibility extends far beyond the classroom into the fabric of society, its values, its priorities, and its aims, and I discuss this theme in class often.

9. Please describe the grading rubrics for this course, how they are conveyed to the students, and outline how they reflect the GenEd goals and learning outcomes.

- a) In our syllabus, I outline the major course requirements, and I provide a description of each and the value of each toward the final grade. In our first class, we review the syllabus together, both on paper and on PowerPoint slides. Questions are fielded, and I spot-check by asking random students when the research paper is due, what we read on Week 7 or Week 10, and when the quizzes are scheduled.
- b) My attendance policy is clear and its value, 10% overall, is specified in the course outline.
- c) The requirement to turn in ALL weekly written summaries and their value, 20% overall, is specified in the course outline. In both the course outline and in class, I outline how to approach the reading, how to summarize the keywords and major points in each chapter, and I make it clear that each of our weekly chapter summaries will be graded out of 3 for effectiveness. I explain to the students in class that the purpose of writing the summaries is to create a 40-page summary of our textbook for the purpose of review. I tell them that the grade out of 3 is diagnostic and that it is intended to convey to them how effectively they have summarized the chapter for the purpose of later review. If their summary contains all of the keywords, their definitions, and it summarizes the chapter content under appropriate subheadings, they will receive a grade of 3/3. In total, the summaries are worth 20% of the final grade. Students are told that if the first one or two summaries do not receive a grade of 3/3, it is still possible to receive a final grade of 20/20, provided that ALL summaries are turned in and that the rest are completed satisfactorily.
- d) The two quizzes held during the term are each multiple-choice, and the questions are phrased in a review-like fashion. (A copy of one of the quizzes is included in this assessment report.) Their value overall (30%), is specified in the course outline.
- e) The grading rubrics for the Research Essay are discussed in class extensively, and its overall value for the course (20%), is specified in the course outline. Explicit details appear on the Assignment Instruction sheet that is circulated in class. We walk through the requirements together, and I point out that page 3 of the instruction sheet is the *actual title page* that students are to affix to the front of their paper. This title page is an editing checklist that requires the students to respond to over a dozen questions pertaining to the content, formatting, and editing of their papers – subjects to which I refer frequently in class. We go over the fundamentals of research essay writing together in an in-class essay writing workshop wherein I discuss the basics of structuring a paper, formatting the writing, providing citations, building a case, drawing strong conclusions, and so on. **Also** – the grading rubric for the research paper appears both in Chapter 3 of my book, *The Nelson Guide to Writing in History*, and on the inside back cover. A copy of this is also circulated to students separately, and a copy is included in this Course Assessment Packet. The details of the rubric are absolutely explicit, and we review them in class together.
- f) The final exam features identify-and-explain questions focusing on key terms such as events, people, and concepts. Its value for the course (20%), is stated in the course outline. It also includes three essay questions asking the students to discuss broad terms such as imperialism, communism, the Cold War, and so on, and to provide details in support of their answers. The grading rubric specifies detail, and I explain in class how best to approach an identify-and-explain question, and how the inclusion of detail in answers with a clear point will result in higher grades. We cover how best to approach exam answers in class, and I also cover this topic explicitly in *The Nelson Guide to Writing in History*.
- g) To summarize, all students in this class, whether they are History majors or GenEd students, are required to complete ALL components of this course, which requires: significant competency in literacy, listening, and the use of word processing programs; the appropriate use of library

resources, article databases and the internet to complete written assignments; thinking critically about their subject material when writing their research essay; understanding the development of the scientific method in historical contexts as discussed in class; interpreting qualitative information through the quality of their note-taking and weekly written summaries; appreciating the arts in historical context as discussed in class; being individually accountable through their classroom attendance, writing exams, and submitting all assignments on time; understanding the historical issues related to social and racial equality discussed in the class; and, understanding the globally-interconnected nature of World History since 1800, and the causes, effects, and historical significance of its major events, figures, and concepts.

10. Please describe the method and forms of student assessment and feedback used in this course and outline how they reflect the GenEd goals and learning outcomes.

- a) An attendance sheet is circulated in class each day and students are required to sign in, so they are reminded continually of the requirement that they attend class.
- b) Weekly written chapter summaries are submitted each Friday, and they are graded by me and returned to the students the next Monday in class. I check every page to ensure that students have covered all of the required points, and I assign a grade out of 3. If further work is needed, I indicate this clearly, and I specify exactly what must be added next time. Students are free to re-submit weak summaries later on, and several have done so.
- c) In our multiple-choice quizzes, I not only check correct answers, I circle the correct response if the student did not do so. Then, when returning the quizzes, I notify them that 5 questions from the first quiz will appear verbatim on the next quiz, and then 10 questions in total will appear on our final exam, also verbatim. (And I also define the word “verbatim” for the students.) In this way, the quizzes build cumulatively, and because the questions are phrased explicitly, each quiz serves as a review tool for the next.
- d) When grading research essays, I work with the students’ title-page editing checklists to identify where the student did not earn full marks when formatting, writing, and editing their papers. I provide full and explicit corrections for errors in grammar, structure, and so on. I do not use curt acronyms when identifying shortcomings in formatting, for these are not effective feedback points. I write out the corrections in full. Then, at the end of the paper, I provide a grade out of 100, and I include a page of notes identifying the strengths and weaknesses of the paper.

11. What range and percentage of grade distributions are typical of this course?

Complete Grade Distributions are attached below. For Dr. Alexander’s classes, grades are:
Over four sessions: Fall 2007, Spring 2008, Summer 2008, Fall 2008:

- Fall 2007, 44 students: A=1 (2%), B=12 (27.2%), C=9 (20.5%), D=7 (15.9%), F=3 (6.8%), FN=11 (25%), Withdrawn=1 (2%)
- Spring 2008, 40 students: A=3 (7.5%), B=9 (22.5%), C=12 (30%), D=6 (15%), F=0, FN=9 (22.5%), Audit=1 (2.5%)
- Summer 2008, 15 students: A=7 (50%), B=5 (33.3%), C=2 (13.3%), FN=1 (6.6%) [This 4-week course had no research essay.]
- Fall 2008, 44 students: A=4 (9%), B=12 (27.2%), C=16 (36.4%), D=6 (13.6%), F=1 (2.3%), FN=5 (11.4%)

12. What efforts have been made to assess the effectiveness of this course especially in terms of its efforts to meet the goals of the GenEd Program? Please comment on its strengths and weaknesses in terms of student performance.

I circulated a student-feedback questionnaire in Fall 2007, asking students for their thoughts on the course, and I have also followed the student responses on our standard Departmental course-assessment questionnaires. I also follow student performance on quizzes and exams very carefully, and I continue to fine-tune the course to better convey the importance of the material, the grading rubrics, and the clarity of assessment. Overall, the student performance in this class has improved. Fewer students drop the course after the first two weeks; students are more engaged with the material; more students complete the research essay requirement and do so satisfactorily; more students complete the course successfully, and; students’ grades have improved.

13. What have you learned? What changes, if any, have you made?

The major change requested by students when I surveyed them was the inclusion of periodic quizzes, rather than a single midterm examination. I made this change gladly, as it enabled earlier assessment of their work, and it broke up the material into three chronological periods of about 5 weeks apiece, rather than into two terms of 7 weeks. The students much prefer the two-quiz format, and I have maintained it since. Over the course of four semesters of teaching this class, I have also:

- enhanced the grading rubrics (most recently with additions to my writing guide book)
- enforced the attendance policy more strictly (I used to excuse 5 absences, whereas it is now 3)
- required the written chapter summaries be turned in each Friday, rather than by the end of term
- increased the proportion of the final grade that is accounted for by the weekly chapter summaries
- increased the late penalty for essays to 5% per day, 7 days a week, for 1 week. No essays are accepted after the final class of the term. Flexibility is possible in certain cases.
- improved the phraseology of the quiz questions to enhance their utility as later review tools
- expanded the proportion of quiz questions that reflect the textbook readings to about 40%
- updated the course outline to more explicitly convey the GenEd goals of this course

14. Please provide a syllabus (or syllabi).

The following supplementary material is included in this Assessment Response Packet:

- A copy of the History 128 Course Outline and syllabus for Spring 2009.
- A copy of the Research Essay Assignment Instructions for Fall 2008, including the required Essay Title Page editing-checklist.
- A copy of the Guide to Common Essay Writing Criteria that I circulate to my students.
- A copy of my book, *The Nelson Guide to Writing in History*, 2nd Edition. Please see tabbed pages for details on grading rubrics, writing criteria, citation format, advice for writing exam answers, and so on. This material is discussed often in class.
- A copy of the PowerPoint slide show that I circulate to students that outlines basic essay research, writing, formatting, and editing criteria.

Actual examples of student work should be submitted. If possible, 2 or 3 examples for each performance level listed on each rubric would be extremely useful. This assessment effort is part of our program/institutional assessment and does not require student permission. We ask that you ensure privacy by covering any personal identifiers that might be present. If needed, we can arrange for assistance with making copies.

Copies of the following are included in this Assessment Response Packet:

- Final Examinations: History 128, December 2007 (Grades A through F)
- Final Examinations: History 128, December 2008 (Grades A through F)
- Weekly written summaries (various semesters, graded out of 3 for effectiveness)
Note: These are always submitted in hard copy and all summaries have already been returned to students, so the copies included here are those submitted by email in rare cases when students were unable to attend class.
- Research Essays that were not collected by students at the end of term.

CLASS ENROLLMENT_HISTORY, History 128						6/3/2009
Term Desc	Dept	Ctlg#	Section	Title	Tot Enrl	Name
Fall 04-05	HIST	*128	001	INTRO WLD HIST 1800-PRES	52	Fell,Dawn Marie
Fall 04-05	HIST	*128	002	INTRO WLD HIST 1800-PRES	52	Minarik,Norman
Sum 04-05	HIST	*128	M21	INTRO WLD HIST 1800-PRES	14	Fell,Dawn Marie
Fall 05-06	HIST	128	001	INTRO TO WORLD HIST 1800-PRES	47	Godley,Nathan C
Fall 05-06	HIST	128	002	INTRO TO WORLD HIST 1800-PRES	27	Godley,Nathan C
Sprg 05-06	HIST	128	001	INTRO TO WORLD HIST 1800-PRES	49	Godley,Nathan C
Fall 06-07	HIST	128	001	INTRO TO WORLD HIST 1800-PRES	40	Godley,Nathan C
Sprg 06-07	HIST	128	001	WORLD HISTORY 1800 - PRESENT	47	Godley,Nathan C
Fall 07-08	HIST	128	001	WORLD HISTORY 1800 - PRESENT	47	Alexander,Jeffrey
Sprg 07-08	HIST	128	001	WORLD HISTORY 1800 - PRESENT	39	Alexander,Jeffrey
Sum 07-08	HIST	128	M01	WORLD HISTORY 1800 - PRESENT	15	Alexander,Jeffrey
Fall 08-09	HIST	128	001	WORLD HISTORY 1800 - PRESENT	45	Alexander,Jeffrey
Sprg 08-09	HIST	128	001	WORLD HISTORY 1800 - PRESENT	46	Alexander,Jeffrey
Sum 08-09	HIST	128	M01	WORLD HISTORY 1800 - PRESENT	16	Alexander,Jeffrey

Enrollment and Grade Distribution of HIST General Education Courses Fall 2004-Spring 2009

Prepared by IR&AS June 11, 2009

Grade * Academic Year * Course Cross-tabulation

Course				Academic Year					Total
				2004-05	2005-06	2006-07	2007-08	2008-09	
HIST 128	Grade W	N	4	12	4	7	2	29	
		%	3.4%	9.8%	4.6%	7.0%	2.2%	5.6%	
	F	N	10	10	19	20	8	67	
		%	8.5%	8.1%	21.8%	20.0%	9.0%	13.0%	
	D-	N	0	1	0	5	5	11	
		%	.0%	.8%	.0%	5.0%	5.6%	2.1%	
	D	N	2	4	5	8	3	22	
		%	1.7%	3.3%	5.7%	8.0%	3.4%	4.3%	
	D+	N	0	1	1	0	4	6	
		%	.0%	.8%	1.1%	.0%	4.5%	1.2%	
	C-	N	3	8	3	8	8	30	
		%	2.5%	6.5%	3.4%	8.0%	9.0%	5.8%	

HIST 128	Grade C	N	15	13	12	11	8	59	
		%	12.7%	10.6%	13.8%	11.0%	9.0%	11.4%	
	C+	N	0	14	3	4	9	30	
		%	.0%	11.4%	3.4%	4.0%	10.1%	5.8%	
	B-	N	7	15	18	6	9	55	
		%	5.9%	12.2%	20.7%	6.0%	10.1%	10.6%	
	B	N	23	16	11	18	11	79	
		%	19.5%	13.0%	12.6%	18.0%	12.4%	15.3%	
	B+	N	0	12	4	3	9	28	
		%	.0%	9.8%	4.6%	3.0%	10.1%	5.4%	
	A-	N	12	7	3	3	10	35	
		%	10.2%	5.7%	3.4%	3.0%	11.2%	6.8%	
	A	N	42	10	4	7	3	66	
		%	35.6%	8.1%	4.6%	7.0%	3.4%	12.8%	
	Total		N	118	123	87	100	89	517
			%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Note: In below table, "W" grades have been excluded from the computation of mean, median and standard deviation.

Course	Academic Year	N	Mean	Median	Std. Deviation
HIST 128	2004-05	114	2.954	3.000	1.2128
	2005-06	111	2.448	2.670	1.0865
	2006-07	83	1.973	2.330	1.2715
	2007-08	93	1.882	2.000	1.3156
	2008-09	87	2.272	2.330	1.1406
	Total		488	2.346	2.670

History 128 Course Outline

World History from 1800 to the Present

University of Wisconsin-Parkside, Spring 2009

Objectives: This course explores World History from the Age of European Empires, through the World Wars of the twentieth century, to China's steady rise as an economic and manufacturing powerhouse. Along the way we will explore the themes of imperialism, post-colonialism, industrial and scientific achievements, social and political unrest, and the cults of personality that have influenced human civilization so strongly. The aim of the course is to enable students to better participate in the ongoing dialogue about the past, and to provide a solid foundation upon which to base future historical study.

Prerequisites: None, It is, however, strongly recommended that students in this class possess a good level of English language writing and reading proficiency before taking this course. See the LANGUAGE COMPETENCY POLICY below.

Instructor: Dr. Jeffrey Alexander
E-mail: Jeffrey.Alexander@uwps.edu

Office: Molinaro 125
Office Hours: Mondays & Wednesdays, 3:30 pm - 4:30 pm

Course Format: This is a lecture course with four components: lectures, weekly written summaries, quizzes/exams, and a research essay. In addition to attending the lectures, you are responsible for completing our assigned readings every week and summarizing them. You will be tested on your knowledge of the lecture and reading material on three quizzes and one final exam. You will also have an opportunity to research the history of two major historical persons and to write a research essay comparing them. **You must complete all components of this course or you will not pass and you will not receive the credit.**

Classes: Mon, Wed, Fri: 1:00-1:50, Molinaro D132

Required Texts: Craig Lockard, *Societies, Networks, and Transitions: A Global History* (Volume C: Since 1750) Houghton-Mifflin, 2008. Available at the University Bookstore.

LANGUAGE COMPETENCY POLICY: This is a language intensive course. You must have a good grasp of English and you must have good reading and listening competency. If you do not possess the English language skills needed to complete our weekly readings, then you will not be able to complete this course successfully. Students for whom English is a second language are very strongly advised to ensure that their level of English proficiency is adequate before taking this course.

LATE ASSIGNMENT/MISSED EXAM POLICY: If you are injured or if you become ill and you are unable to submit an assignment or to write an exam, you must document your absence with a note from your physician. Only if your physician verifies that your absence is legitimate can it be accommodated. If you cannot produce a note from your physician, you will be expected to submit all assignments and to write all exams as usual. Failure to submit an essay or to write an examination will result in a grade of **ZERO** for that course requirement. The penalty for handing in your research essay late is five percent (5%) per day for a maximum of seven days. After seven days, your paper will not be accepted and you will not receive course credit. The best advice is to *start early*.

PLAGIARISM (ACADEMIC DISHONESTY) POLICY: Plagiarism is defined as a student "submitting the words, ideas, images or data of another person as his or her own in any academic writing, essay, thesis, research project or assignment in a course or program of study." Plagiarism is cheating: it is a serious academic offense and it will not be tolerated. Cheaters will receive a grade of **ZERO** on their assignments. Plagiarism is very easy to avoid by citing all of your sources properly (providing clear references). This will be discussed in class.

Course Requirements – Summary

1. Attendance (Mon, Wed, Fri):	10%
2. Weekly Written Summaries:	20%
3. Two Quizzes; 2 x 15% each:	30%
4. Research Essay:	20%
5. Final exam:	20%

Course Requirements in Detail

1. Attendance (Mon, Wed, Fri): (10%) Attendance is mandatory and will be taken at all classes. I do not give out my lecture notes, so in order to find out what was covered in lecture, you must attend and take careful notes. If you miss a class, you must arrange to get the notes from one of your colleagues. The lecture notes will not be posted online. **Students who miss more than three classes without a documented medical reason will be docked a full letter grade. For example, if your final grade for the class was to be a B, you would instead receive a C.**

2. Weekly Written Summaries: (20%) Each Friday in class you must submit a 3-page, single-spaced summary of the textbook readings assigned for that week. You may submit printed or handwritten summaries, but if they are handwritten they must be legible and in regular-sized handwriting. You may write in complete sentences or in point-form. Each summary will be graded out of 3 for effectiveness. This is an exercise in concision (writing concisely). Summarize the main points, events, people, and concepts outlined by the author, and highlight or underline all of the key terms identified by the author. These are found at the foot of the pages. Summaries are due at the very start of class each Friday. Summaries may not be submitted by e-mail. No summaries will be accepted after the final class of the term. There are 13 summaries in total. **All 13** summaries must be turned in or you cannot pass the course.

Tip: Set aside a few hours to read and to write your summaries at a consistent time each week!

3. Quizzes: (2 x 15% = 30%) Monday, February 23 & Friday, April 3. The material covered by the midterm will include the lecture material **and** the weekly readings. Review the readings carefully. The types of questions that you can expect are as follows:

- Multiple choice questions
- True-False questions
- Matching questions
- Short answer questions

You will not be examined on dates. Dates for persons and events will be provided for your reference. However, the names of persons, places, concepts, and events will be required on quizzes and the final exam.

4. Research Essay: 2,500 words (20%)

This assignment asks you to research and write an essay on the historical impact of two major world leaders. Your paper must claim that one of the two leaders was more historically influential or significant than the other, and you must explain why. This is an exercise in formulating an argument and defending your position based upon your own research, which is what historians do when they write about the past. Further instructions and a list of historical persons from which you may choose will be circulated in class on Friday, February 15. Your research must be based upon books, journals, or periodicals from the University Library only. Do not use Wikipedia.

Format: This will be discussed in depth in class, and written guidelines will be circulated. The guidelines must be followed exactly or you will receive a poor grade. Following the editing instructions closely will be beneficial.

Your **research essay** is due in class on **Friday, April 24, 2009**.

Late Penalty: Five percent (5%) will be deducted from the grade on your research essay for every day that it is late. That is five percent per day, every day, for seven days. After seven days, your paper will not be accepted and you will not receive course credit. Late essays may be submitted by e-mail in order to avoid incurring further late penalties, but a printed copy must also be turned in or your assignment cannot be graded. A printed copy is required.

Note: You may have to order books from other libraries in the UW system, and this can take time. The strain on the library's resources is very great at the end of the term, so start writing your paper early!

5. Final Exam – May 2009: (20%)

The final exam will cover **all** of the lecture material and **all** of the readings since January. The exam is worth **20%** of your final grade, and all students must write the exam. The exam is scheduled for **Wednesday, May 13, 2009 from 1:00 pm to 3:00 pm**. **Note:** Do not make plans to leave the area before the exam date. There will be no early exams for students who choose to leave the area early. The types of questions that you can expect are as follows:

- Multiple Choice questions
- Identify-and-explain questions
- Short-essay questions
- A map question

Course Outline: General Education Goals of History 128

In addition to being a History course, this course is also a General Education Course. Therefore, it reflects the goals of the UW-Parkside General Education program, which are found at:

<http://www.uwp.edu/departments/governance/gened/#goals>. All UW-Parkside graduates must have achieved competency in the areas of Communication, Reasoned Judgment, and Social and Personal Responsibility. This course furthers these goals in the following ways.

A: Communication

This course focuses heavily on the improvement of your reading and listening comprehension, the expansion of your note-taking skills, and the improvement of your ability to read, digest, and summarize information effectively. Through weekly written chapter summaries, you will work on your ability to summarize concisely what you have read, and you will have an opportunity to complete a research essay. This writing assignment will require you to enhance your library and online research abilities, improve your word processing skills, and to mobilize and effective argument based upon your own research. In class, you will also engage with the instructor during lectures by offering contributions to the class and by asking questions.

B: Reasoned Judgment

This course will teach you how to think like an historian. That is, how to analyze material by thinking historically, and how to recognize the historical significance of various actors, events, and concepts since 1800. On our final examination you will be required to identify and explain the historical significance of a range of historical terms, which is a process not just of recognizing what the terms are, but of illustrating clearly how they are important. You will also apply critical thinking skills to ask appropriate historical questions, and together we will explore a range of ethical and moral dilemmas that have affected world history very strongly, including imperialism, slavery, science, technology, communism, war, and genocide, to name just a few. We will also explore the impact that science and technology have had since 1800 and the manner in which the scientific method has been applied to solve a host of humanity's problems – and how it has often created more of them. Furthermore, in your research essay you are required to build an effective argument and to persuade the reader that your perspective is valid – a logical process of analytical thinking requiring you to investigate, assemble, and interpret a variety of information. That project will also enable to you expand your writing skills, which are an important aspect of this course and of university training overall.

C: Social and Personal Responsibility

In this course, you are accountable for your own academic and personal performance. You are responsible for attending every class and for coming to class on time, as well as completing all of our course requirements, including assigned readings, written summaries, quizzes, the research essay, and the final exam. You are expected to conduct yourself professionally in this class by paying attention, not disrupting the class, respecting the input of others, not chatting with peers, and not texting. In this class we will examine the social, political, economic and historical conditions that have constructed diversity and inequality in World History since 1800, and we will explore the way that history is viewed differently in different societies. In this way, we will build a global historical perspective that gives you the knowledge and skills to provide an understanding of international/global issues and processes. This knowledge and these perspectives will better prepare you to engage with society, enabling you to contribute more effectively as an informed global citizen.

Course Outline: Weekly Class & Reading Schedule for Spring 2008

Week 1

Wednesday, January 21 – Course Introduction and Lecture Outlines

Friday, January 23 – Napoleon Bonaparte – An Enlightened Despot?

Reading summary due this Friday: Lockard, Part IV Introduction and Chapter 19, pp. 561-595

Week 2

Monday, January 26 – Muhammad Ali Pasha, Founder of Modern Egypt

Wednesday, January 28 – Simón Bolívar and the Struggle for Latin American Independence

Friday, January 30 – Botany Bay and the Origins of Modern Australia

Reading summary due this Friday: Chapter 20, pp. 596-627

Week 3

Monday, February 2 – The British Raj in India and the Sepoy Uprising of 1857

Wednesday, February 4 – Commissioner Lin and the Opium Wars

Friday, February 6 – Otto von Bismarck and the Unification of Germany, 1871

Reading summary due this Friday: Chapter 21, pp. 628-655

Week 4

Monday, February 9 – Karl Marx and *Das Kapital*

Wednesday, February 11 – Japan from the Samurai Age to the Meiji Era

Friday, February 13 – The Russo-Japanese War and the 1905 Revolution

Research Essay Instructions to be Circulated Today.

Reading summary due this Friday: Chapter 22, pp. 656-683

Week 5

Monday, February 16 – The Global Revolution of the Internal Combustion Engine

Wednesday, February 18 – The Zapatistas and the Mexican Revolution, 1910-1920

Friday, February 20 – Clash of Empires: The Global Nature of the First World War, 1914-1918

Reading summary due this Friday: Chapter 23, pp. 684-713

Week 6

Monday, February 23 – **Quiz #1: All lecture and reading material from weeks 1, 2, 3, 4, and 5.**

Wednesday, February 25 – The Russian Revolution, 1917 and Civil War, 1917-1922

Friday, February 27 – The Great Global Depression of the 1930s

Reading summary due this Friday: Chapter 24, pp. 714-747

Week 7

Monday, March 2 – Testing the League of Nations: Japan's Invasion of Manchuria, 1931

Wednesday, March 4 – Italy's Invasion of Abyssinia, 1935, and the Fascist Corporate State

Friday, March 6 – Nazi Race Theory and the *Kristallnacht*, 1938

Reading summary due this Friday: Chapter 25, pp. 748-782

Week 8

Monday, March 9 – Film: *The Pianist* (2002), Directed by Roman Polanski. Based on the true story of the life of Wladyslaw Szpilman. (Won Oscars for Best Actor, Best Director, Best Writing of an Adapted Screenplay, 2003)

Note: Several questions about the film will appear on our next quiz and also on the final examination.

Wednesday, March 11 – Film, part 2.

Friday, March 13 – Film, part 3.

Reading summary due this Friday: Chapter 26, pp. 783-833

Week 9

March 16-20 **Spring Break – No Classes this Week**

Week 10

Monday, March 23 – China's Anti-Japanese War, 1937-1945

Wednesday, March 25 – World War II in Europe, 1939-1945

Friday, March 27 – The Second World War in the Pacific, 1941-1945

Reading summary due this Friday: Introduction to Part VI **and** Chapter 27, pp. 834-866 (Together in 3 pages)

Week 11

Monday, March 30 – The Nuremberg and Tokyo War Crimes Trials

Wednesday, April 1 – Mahatma Gandhi and Indian Independence Day, 1947

Friday, April 3 – **Quiz #2: All lecture and reading material from weeks 6, 7, 8, 10, and 11.**

Reading summary due this Friday: Chapter 28, pp. 866-899

Week 12

Monday, April 6 – The Dawn of the Cold War in Europe and McCarthyism in America

Wednesday, April 8 – The Cuban Revolution, the Bay of Pigs, and the Cuban Missile Crisis

Friday, April 10 – **Essay Workshop: Research Tools and Formatting Requirements.**

Reading summary due this Friday: Chapter 29, pp. 900-933

Week 13

Monday, April 13 – The Origins of Israel and the Six Day War, 1967

Wednesday, April 15 – China's Great Leap Forward and Great Proletarian Cultural Revolution

Friday, April 17 – The Space Race

Reading summary due this Friday: Chapter 30, pp. 934-967.

Week 14

Monday, April 20 – The Berlin Wall and the Prague Spring, 1968

Wednesday, April 22 – The Vietnam Wars

Friday, April 24 – OPEC and the 1973 Oil Crisis – **Research Essays due in class today. Late Penalty is 5% per day for seven days. Students who do not turn in an essay will not receive course credit.**

No reading summary due this week due to research essay.

Week 15

Monday, April 27 – The Tragic Rule of Idi Amin and the Cold War in Africa

Wednesday, April 29 – The Iranian Revolution and the Hostage Crisis, 1979

Friday, May 1 – The Rise of Deng Xiaoping and the Tiananmen Square Crackdown

Last day to turn in an essay or you fail the course. No extensions without a documented medical reason.

Reading summary due this Friday: Chapter 31, pp. 968-1000.

Week 16

Monday, May 4 – The Decline and Fall of the USSR

Wednesday, May 6 – Standing Down: Nuclear Arms Limitation Treaties, 1963-2002

Friday, May 8 – Final Exam Review

Final Examination – **Wednesday, May 13, 2009 from 1:00 pm to 3:00 pm**

Exam covers lecture and reading material from all weeks, 1-16.

No early examinations will be set.

History 128 – Research Essay Assignment Instructions

Friday, 13 February 2009

Outline: Historians are principally concerned with *change over time* and the *historical significance* of particular actors, ideas, events, and even commodities. This assignment is an exercise in formulating an argument and defending your position based upon your own historical research. You must write a 2,500 word research paper that focuses upon the history and the impact of an addictive substance.

Structure: Your paper should be 2,500 words in length, or about 10 full pages. Include the word count at the end of your text. The structure of your paper should be as follows:

- **Overview:** In three to four pages, describe the addictive substance, its chemical properties, its historical origins, and where and how it is has been used since 1800. This section of your paper will provide the reader with a general overview of the substance and its history. Some substances have been around since well before 1800, while others are much newer. Either way, provide the relevant background for the reader. If you feel it is appropriate to briefly discuss the substance's history prior to 1800, that is fine.
- **Impact:** In four to five pages, describe the historical *impact* that the substance has had in two or more countries since 1800. That is, what are or were the political, economic, social, medicinal, cultural, environmental, and other consequences of its manufacture, trade, use and abuse? Your findings should be based upon solid research using books, journals, news periodicals, or government and institutional web sites only. Popular web sites are not credible sources. In this section, avoid continued discussion of the use of the substance or its physical consequences. Focus instead upon the larger ways that the substance has influenced countries, governments, law enforcement agencies, culture, art, society, and so on. That is, how has the substance been historically influential on a broad scale?
- **Argument:** In two pages, argue whether the substance should be or should remain illegal. Do not simply state an opinion – back it up with a two-page discussion of your paper's findings and convince the reader of your point. Conclude with a strong summary of your case and your evidence. Why should the reader believe you? At the end of your paper, include the word count.
- **Endnotes:** Provide references to specific sources, page numbers, and addresses of credible web resources, in the form of endnotes at the end of your written text.
- **Bibliography:** On a separate page, provide an alphabetized list of the sources that you have consulted.

Research: Do not reference Wikipedia or any other popular web site. Your bibliography must include reputable, credible sources only. In addition to your bibliography, your paper must use endnotes to indicate what sources you have quoted or paraphrased. Further details will be discussed in class. Keep in mind that the library provides free online access to hundreds of news periodicals such as academic journals and news magazines, and every back issue of those sources may be searched using engines such as Academic Search Premier. Engines like Google search just 1/3 of the internet, but professional research engines enable you to search the *deep web*, where the real, full-length articles are. The university library provides free access to all of that information via its web site. Ask me or any librarian to assist you.

Due Date: Your research essay is due in class on **Friday, April 24, 2009**. Absolutely no extensions will be granted except for a documented medical condition or other such emergency.

Late Penalty: Five percent (5%) will be deducted from the grade on your research essay for every day that it is late. That is five percent per day, every day, for seven days. After seven days, your paper will not be accepted, and you cannot pass the course. Late essays may be submitted by e-mail in order to avoid incurring further late penalties, but a printed copy must also be submitted in class or your assignment cannot be graded. A printed copy is mandatory. The strain on the library's resources is very great at the end of the term, so start writing your paper early!

List of Addictive Substances: Select one substance from the list below. Some of them may sound unfamiliar, but their histories are also important and significant!

Khat	Marijuana/Hashish
Opium	Peyote/Mescaline
Heroin	Amphetamine (Speed)
Alcohol	Methamphetamine (Crystal Meth)
Cocaine	LSD (Acid)
Absinthe	PCP (Angel Dust)
Areca nut/Betel leaf (Betel nut)	Methaqualone (Quaaludes)
MDMA (Ecstasy)	Dimethyltryptamine (DMT)

Writing Tips: Papers that are written at the last minute are generally very weak and they receive poor grades. To avoid this, start early and consult a wide variety of source types, including books, news articles, documentary films, and so on. Use them when writing your paper, reference them in your endnotes, and alphabetize them in your bibliography. You can also find quality, government-sponsored educational films about many of these substances on YouTube, and you can reference these sources just as you would any other historical source. Be creative and imaginative as you conduct your research, and remember to avoid untrustworthy or popular web-based material, which is not credible enough for historical research.

Essay Format: Your paper must be edited and formatted according to the criteria that I will circulate by e-mail in the form of a PowerPoint slide file. Be sure to check your Ranger Mail and save this file for future reference. Follow the instructions in this file very carefully, for these editing and formatting criteria are mandatory. The criteria will be discussed in more depth in class on Friday, April 10, 2009, and I will answer any additional questions you may have, but you should begin your research *well* before that point.

The PowerPoint file addresses the following mandatory editing criteria:

- | | |
|--------------------------------------|--|
| 1. Length of Your Paper: 2,500 words | 9. Paraphrasing Text |
| 2. Your Title Page | 10. Referencing/Citing facts & figures |
| 3. Your Thesis/Argument | 11. Correct reference/citation format |
| 4. Working with Dates | 12. General prose – Do |
| 5. Working with Numbers | 13. General prose – Do Not |
| 6. Working with Names | 14. Essay Structure Checklist |
| 7. Providing Citations/References | 15. Essay Editing Checklist |
| 8. Working with Quotations | 16. Essay Writing and Editing Tips |

Following these guidelines will enable you to prepare a clear and coherent research essay. Formatting and editing requirements are a fundamental part of many jobs that involve writing, and observing written conventions is critical to producing clean text. Editors are demanding because copy-editing is costly, and writers must therefore have the skills and the attention to detail needed to format their own writing consistently. How your writing looks is as important as what it says.

Title Page: All students must complete the attached title page and affix it to the front of their paper. Your essay must begin at the very top of the next page, which is page 1. No additional title or heading is needed on page 1. The checklist will help to guide you through the editing process, which comes last. Remember to read your paper aloud – slowly. You will find many typos and grammatical errors. Lastly, enlist the help of a classmate or family member and ask them to proofread your paper. They will catch several errors too. Behind every successful author stands at least one editor.

Research Essay Title Page
University of Wisconsin-Parkside
History 128-001: World History Since 1800
Dr. Jeffrey Alexander
Due Date: Friday, April 24, 2009

Name: _____

Student ID: _____

Paper Title: _____

Editing Checklist.

Yes

1. Is your paper 2,500 words in length, and have you included the word count at the end of your text?
2. Is your text double-spaced, with normal margins, and in a 12-point, Times New Roman font?
3. Have you avoided using contractions, such as didn't, can't, won't, etc.?
4. Does your introduction include the required phrase "This paper claims that..." ?
5. Are all numbers and dates formatted correctly and consistently?
6. Are historical persons and events introduced by their full names with relevant dates?
7. Does your paper present *evidence*, rather than use *emotion*, to persuade the reader?
8. Are long quotations over two sentences in length indented on both sides?
9. Have you cited/referenced your sources using footnotes or endnotes?
10. Have all unusual facts or paraphrased ideas also been referenced/cited in your Endnotes?
11. Do reference/citation numbers appear after the punctuation, as "...quotation."²⁷ ?
12. Have you used just authors' last names for all subsequent citations of the same source?
13. Are all book titles, periodical titles, and foreign words *italicized*?
14. Are all conceptual terms like "the Western world" capitalized consistently?
15. Have you avoided the use of slang terms, or casual self-references?
16. Did you include a separate, alphabetized Bibliography for all the sources that you have cited?
17. Are all of your pages numbered, including the bibliography?
18. Have you proofread the paper aloud, slowly, to catch typos and errors?
19. Does your paper end with a conclusion that summarizes your claim and your findings?
20. Have you avoided web sites other than government resources and news periodicals, etc?

Handout:

Guide to Common Essay Grading Criteria

	Argument and Organization	Content/Research	Style
Excellent	A clear, original, persuasive, and sophisticated argument with a provocative thesis that takes on a clearly defined set of debates in the field.	Makes excellent use of evidence and background material; interprets and uses evidence with sensitivity to the nature of the text(s) and of historical contexts.	Well-written, elegant and clear with appropriate documentation and other scholarly apparatus.
Very Good	Well-organized, with a clear and coherent thesis statement and argument, demonstrating real understanding of the historical issues at stake; may need to be encouraged to ask more difficult questions.	Very good use of evidence (where relevant, from a range of sources), with clear understanding of the nature of the evidence and its historical context.	Well-written on the whole, though there may be some passages that are unclear or require further explication; good use of citations, etc.
Good	A clear thesis and argument, though not necessarily a particularly original or creative one; some attempt to synthesize or draw conclusions.	Good use of evidence, clear understanding of the basic elements of the texts under discussion and their uses; meets minimum in terms of research done; no major problems of interpretation.	Some problems of spelling, grammar, word choice or style, though not sufficient to entirely obscure the points being made; basic scholarly apparatus intact.
Fair	Some effort to develop a basic argument, though it may be unevenly or inadequately developed; banal approach/question (or one that simply restates discussions we have had in class).	Some use of evidence; only just meets basic minimum in terms of research done; some problems of understanding or interpretation.	Confusing or vague, requiring a real effort on the part of the reader to guess at the arguments being made or their implications; problems with spelling, grammar, word choice and style.
Poor	No clear thesis or argument/ purely descriptive; argument is ahistorical and polemical with no real attention to questions posed in the assignment.	Fails to use evidence from the text adequately or competently; inappropriate or misunderstood examples; significant problems of understanding or interpretation.	Poorly written, significant problems with grammar and word choice, difficult to understand or follow basic claims; failure to properly identify or cite passages quoted.

From: Joy Dixon & Jeffrey W. Alexander, *Nelson Guide to Writing in History*, 2nd Edition (Toronto, ON: Nelson Higher Education, 2009), p. 80, and inside back cover.