



# History 105

## World History II

### Syllabus – Spring 2025



#### Course Logistics:

Classroom: MacLean (MA) 172  
Class times: T & Th 9 – 10:15 am.  
Instructor: Dr. Kazimir Gazdzik  
Office Phone: 218-477-4041  
Office Location: 374J MacLean  
E-mail: kazimir.gazdzik@mnstate.edu

#### Office Hours:

Monday: 3-4:30 pm.  
Tuesday: 1:30 – 4:00 pm.  
Wednesday: 9-11 am.  
  
Thursday & Friday, by special arrangement only.  
\* NOTE: The best way to contact me is via email.

#### Mission Statements

##### **Minnesota State University Moorhead**

Minnesota State University Moorhead is a caring community promising all students the opportunity to discover their passions, the rigor to develop intellectually and the versatility to shape a changing world.  
Our Core Values: Grit, Humility, & Heart!

When students graduate with an MSUM education, they will:

- Think Creatively and Critically
- Seek and Apply Knowledge
- Communicate Effectively
- Integrate Existing and Evolving Technologies
- Engage as a Member of a Diverse and Multicultural World
- Act with Personal Integrity and Civic Responsibility



##### **College of Art and Humanities**

Storytelling, one of the oldest cultural traditions in the world, stretches back for millennia. It can be found in every society in history and in every part of the globe. From a cave drawing or an ancient hieroglyphic found in a tomb to a piece of music theater, journalism, art, or film -- it's storytelling. Stories are important because they remind of us of from where we come, who we are, and who we aspire to be.

We are the College of Arts and Humanities, and we create the next generation of storytellers because the world needs your voice.

##### **Department of History, Languages & Humanities**

The courses and programs of study in the MSUM History, Languages & Humanities Department provide essential tools to thrive in today's diverse and global workplaces. Leaders in business and education tell our faculty and administrators that graduates with majors and minors from the History, Languages & Humanities Department are routinely given priority in hiring and earn more as they progress in their careers. The programs of study in the department focus on the study of the human experience from multiple perspectives: historical, linguistic, cultural, gendered, educational and with concern for social justice.

## **My Why or Teaching Philosophy**

- Education is the path to change at a personal level. My goal is to change people's lives by teaching how to be lifelong learners using Social Studies content to make this change. To help people make connections and understand how our human-constructed world works and impacts our lives mandates us to become engaged, responsible citizens, which is to be lifelong learners.

## **Course Description**

This course will study the History of the World, covering the following topics:

1. The Rise of Europe
2. Tradition and Change in Asia
3. The Age of Revolution
4. European Expansion and Colonialism
5. World War I and World War II
6. The Contemporary World

## **Required Texts**

1. Kordas, Ann, Ryan J. Lynch, and Brooke Nelson. *World History, Volume 2: From 1400*. OpenStax, 2022. ISBN 978-1-711471-43-3.
2. Ansary, Tamin. *Destiny Disrupted: A History of the World Through Islamic Eyes*. Public Affairs, 2010. ISBN: 1586488139

## **Course Objectives**

**Upon completion of this class:**

1. Students will understand the changes in Europe during the Age of the Renaissance and Reformation.
2. Students will understand the causes and consequences of the American and French Revolutions.
3. Students will understand the developments and results of the old and new imperialism.
4. Students will understand the causes and consequences of the two world wars.
5. Students will understand the issues and problems of the contemporary world.
6. Students will understand the changes in Asia, Africa, and the Americas.

## **Minnesota Transfer Curriculum Goal Area(s) and Competencies**

### **Goal 05 - Hist/Soc/Behav Sci**

- To increase students' knowledge of how historians and social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.

*Students will be able to:*

1. Employ the methods and data that historians and social and behavioral scientists use to investigate the human condition.
2. Examine social institutions and processes across a range of historical periods and cultures.
3. Use and critique alternative explanatory systems or theories.
4. Develop and communicate alternative explanations or solutions for contemporary social issues.

### **Goal 8: Global Perspective**

- To increase students' understanding of the growing interdependence of nations and peoples and develop their ability to apply a comparative perspective to cross-cultural social, economic and political experiences.

*Students will be able to:*

1. Describe and analyze political, economic, and cultural elements which influence relations of states and societies in their historical and contemporary dimensions.
2. Demonstrate knowledge of cultural, social, religious and linguistic differences.
3. Analyze specific international problems, illustrating the cultural, economic, and political differences that affect their solution.
4. Understand the role of a world citizen and the responsibility world citizens share for their common global future.

## **Academic Honesty**

- The University expects all students to represent themselves in an honest fashion. In academic work, students are expected to present their original ideas and to give credit for the ideas of others.
- Faculty members have academic freedom, which includes the authority to design and develop materials presented in a course along with deciding how to teach the course. Also, faculty members have the authority to evaluate submissions from students to determine what grade is to be given to each student in the course or on a particular activity.

- When an instructor has convincing evidence of cheating or plagiarism, the instructor has a variety of options. Please review university policy for more information: <https://www.mnstate.edu/about/policies-procedures/list/academic-honesty/>

### **Attendance Policy**

- Class instruction will be primarily by classroom discussion facilitated by the instructor, therefore, attendance is very important. If a student misses three (3) classes, the student will lose a letter grade (10%), if they continue to miss classes after the third class, they may be dropped from the course. Arriving late or leaving class early may also be considered an absence, depending on the time the student is gone. For more information, please review the posted MSUM policy at <https://www.mnstate.edu/about/policies-procedures/procedures/absences/>

### **Classroom Expectations**

- Students should come to class prepared to discuss assigned readings and current issues. Listening and reacting to others' viewpoints positively and constructively is essential. **The instructor will address a student's failure to deal with an open discussion and exchange of ideas.**
- Supplemental materials, guest speakers, videos, the internet, and library materials may also be utilized in addition to lectures and discussions. Assignments will be drawn from all materials and lectures/discussions presented.
- Assignments in this class will focus primarily on making the students develop and refine their skills to become successful citizens and historians.
- The instructor will assign work during class, as homework, or through the classroom management program - D2L. Failure to complete and turn in any assignment on time will result in the student losing 10% per day of the total points for that assignment.
- Students must submit a good file by the deadline listed in D2L or on the syllabus. In D2L, you can see what your submission looks like when you go to your Dropbox, under the assessment tab in D2L. If you can read it, assume the submission was effective. This double-checking is the student's responsibility. If the file is corrupt, the student's work will be considered late.

### **Technology Expectations – The Good and Bad!**

In this course, active engagement and attentiveness are crucial for a productive learning environment. To support this, we have established the following technology policy:

- 1. Device Usage:**
  - a. Laptops may be used for reading texts and taking notes. To avoid distractions, ensure all non-course-related tabs are closed.
  - b. If you use a laptop to read works online, use apps or programs that allow you to take notes directly on the texts (e.g., Hypotheses.is).
  - c. All devices must be put away during specific activities (e.g., writing exercises and discussion circles).
  - d. Remove any AirPods or earbuds at the start of class to show respect and attentiveness to peers.
- 2. Engagement and Respect:**
  - a. Off-task behavior on devices can negatively impact the learning of peers. Research shows that students seated near peers using devices perform worse academically.
  - b. Active participation is essential for a rich learning experience. Your contributions are valuable to the entire class.
  - c. Respectful listening is vital. Avoid using devices when others speak to ensure everyone feels heard and valued.
- 3. Accommodations:**
  - a. If any aspect of this policy poses a challenge due to accommodations, please inform me via email before our next class. Adjustments will be made as necessary.
  - b. We will review this policy at midterm to ensure it meets everyone's needs.
- 4. Assignment Submission:**
  - a. Assignments must be submitted by the deadlines specified in D2L or on the syllabus. Late submissions incur a 10% penalty per day.
  - b. Ensure your file is valid and readable upon submission. Corrupted files will be considered late.
- 5. Cell Phone Policy:**
  - a. Turn off cell phones (Airplane Mode) at the start of each class session to promote engagement and minimize disruptions.
  - b. Phones should be placed face-down on desks to minimize distractions from notifications.

6. **Purpose of AI Use:**
  - a. AI tools can enrich our seminar discussions and critical engagement by offering additional perspectives and enhancing our understanding of complex ideas. Students are encouraged to use AI thoughtfully to support dialogue, independent thought, and collaborative exploration of ideas.
7. **Guidelines for AI Use:**
  - a. **Supporting Discussion, Not Replacing It:**
    - i. AI tools can help prepare for discussions (e.g., summarizing readings, generating questions, or clarifying challenging concepts). However, they should not replace personal engagement and critical analysis.
  - b. **Contributing Thoughtfully:**
    - i. When contributing to discussions, rely on your own reflections, insights, and interpretations. If AI has helped shape your ideas, acknowledge (reference) its role while ensuring your voice and perspective take center stage.
  - c. **Enhancing Collaboration:**
    - i. AI can be used collaboratively to generate ideas or explore diverse viewpoints during seminar preparation. Teams can use AI to brainstorm debate points or explore counterarguments.
  - d. **Transparency and Integrity:**
    - i. Be transparent about using AI tools to prepare for discussions or assignments. Share how AI has contributed to your work to foster open discussions about technology's role in learning.
  - e. **Focus on Process and Growth:**
    - i. Use AI to support the development of critical thinking and discussion skills. AI should help organize thoughts or refine your ability to articulate ideas, not shortcut intellectual engagement.
  - f. **Ethical Engagement:**
    - i. Using AI to generate entire responses, fabricate understanding, or dominate discussions with uncritical output undermines the seminar's purpose and violates academic integrity. Engage with AI critically and responsibly.
  - g. **Opportunities for Exploration:**
    - i. Throughout the semester, we will critically examine how AI can influence communication, creativity, and knowledge generation. Students are encouraged to bring insights gained from using AI into class discussions, fostering dialogue about these tools' implications, biases, and limitations.
8. **Conclusion:**
  - a. This policy aims to create a seminar environment in which AI is a supportive tool, not a substitute for the rich, dynamic exchange of ideas. By thoughtfully embracing AI, we can enhance our discussions, deepen our understanding, and engage more meaningfully with each other and the course material.

### **Course Assignments**

**Note:** Information for the following assignments will be distributed during class and posted in D2L.

~This can change at the instructor's discretion.

- |  |  |
|--|--|
| 1. Citizenship Paper                   | 4. Tests - Midterm & Final (3 Minimum) |
| 2. Miscellaneous classroom assignments | 5. Podcast Assignment                  |
| 3. Weekly Reading Reviews              | 6. Simulation                          |

### **Grades & Grading**

- Grades will be based on the semester's total point accumulation for all exams and assignments. Percentages and letter grades are as follows: 90-100%=A; 80-89%=B; 70-79%=C; 60-69%=D; 59% and below=F.
- **Grades CAN NOT be given out over the phone or email.**
- Specific grading material and expectations for assignments will be handed out during class and posted in D2L.

### **Accessibility Statement**

- Students with documented or suspected disabilities that prevent full access to course material and or facilities go to <https://www.mnstate.edu/student-life/student-services/accessibility/> Or contact Academic Success Center Flora Frick Hall 154, or text: 218.304.8864, or by phone: 218.477.4318. Email: asc@mnstate.edu.

### **Extra Credit**

- I may announce extra credit opportunities for everyone during class or by email/D2L.
- Do not ask for extra credit.



### **Accessibility Statement**

Minnesota State University Moorhead (MSUM) is committed to providing equitable access to learning opportunities for all students and strives to make courses inclusive and accessible in accordance with sections 504 and 508 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA). The University will make reasonable accommodations for students with documented disabilities.

Accessibility Resources (AR) is available to facilitate a range of academic support services and accommodations for students with disabilities. If you have a disability, you can request assistance by contacting AR at 218-477-2167 (voice), 218-477-2420 (fax) or [accessibility@mnstate.edu](mailto:accessibility@mnstate.edu) (email). Once eligibility has been determined, students register with AR every semester to activate their approved accommodations. Although a student may request an accommodation at any time, it is best to initiate the application process at least four weeks before a student wishes to receive an accommodation. Students may begin the accommodation process by submitting a Request for Accommodations form online at <https://www.mnstate.edu/student-life/student-services/accessibility/requestaccommodations/form/> or by contacting Accessibility Resources.

The Director of Accessibility Resources, Chuck Eade, serves as MSUM's ADA Coordinator for students. He can be reached at [Charles.Eade@mnstate.edu](mailto:Charles.Eade@mnstate.edu). Additional information is available on the AR website: <http://www.mnstate.edu/accessibility>.

### **Sexual Violence Prevention Statement**

Acts of sexual violence are intolerable. MSUM expects all members of the campus community to act in a manner that does not infringe on the rights of others. We are committed to eliminating all acts of sexual violence.

MSUM faculty and staff are concerned about the well-being and development of our students. We are obligated to share information with the MSUM Title IX Coordinator in certain situations to help ensure that the students' safety and welfare is being addressed, consistent with the requirements of the law. These disclosures include but are not limited to reports of sexual assault, relationship violence, and stalking.

If you have experienced or know someone who has experienced sexual violence, services and resources are available. You may also choose to file a report. For further information, contact Kara Gravley-Stack, Dean of Students/Title IX Coordinator, [kara.gravleystack@mnstate.edu](mailto:kara.gravleystack@mnstate.edu), 218.477.2391 or Ashley Atteberry, Director of Student Conduct & Resolution/Deputy Title IX Coordinator; [ashley.atteberry@mnstate.edu](mailto:ashley.atteberry@mnstate.edu), 218.477.2174; both located in Flora Frick 153. Additional information is available at: [www.mnstate.edu/titleix](http://www.mnstate.edu/titleix)

### **Anti-bias Statement**

Minnesota State University Moorhead has an enduring commitment to enhancing Minnesota's quality of life by developing and fostering understanding and appreciation of a free and diverse society and providing equal opportunity for all its students and employees. Incidents of hate and bias are inconsistent with the mission and values of MSUM.

MSUM acknowledges that it occupies the ancestral land of the Anishinaabe (Ojibwe), Dakota (Sisseton, Wahpeton) and Yanktonai Dakota First Nations. We will strive to build toward better relationship between our university and the indigenous people still present with us.

A bias incident is an act of bigotry, harassment, or intimidation that is motivated in whole or in part by bias based on an individual's or group's actual or perceived race, color, creed, religion, national origin, sex, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, or familial status.

If you are a student who has experienced or witnessed a hate or bias incident, we want to address the incident and provide you with resources. Contact the Campus Diversity Officer, Jered Pigeon at [jered.pigeon@mnstate.edu](mailto:jered.pigeon@mnstate.edu), 218.477.2047, 114 CMU or the Dean of Students, Kara Gravley-Stack at [kara.gravleystack@mnstate.edu](mailto:kara.gravleystack@mnstate.edu), 218.477.4222, 153 Flora Frick Hall. Additional information is available at: <https://www.mnstate.edu/oscar/>

This policy is meant to address activities that are assessed as part of the student's grade, rather than course content. It is the student's responsibility to complete all course requirements and meet all student learning outcomes, regardless of whether or not they are able to attend all class meetings. Responsibility for learning the material presented during a class meeting resides with the student. Instructors are not obligated to provide individual instruction when students miss class meetings.

For more information visit: <https://www.mnstate.edu/about/policies-procedures/list/absences/#:~:text=Instructors%20are%20not%20obligated%20to,to%20complete%20that%20assessed%20activity.>

**History 105: Assignment List**  
**This can change at the instructor's discretion!**

Reading Assignments – History Unleashed	(17 points each * 15)	255 points
Unit Exams (70 points each * 3)	210 points	
Citizenship Paper	90 points	
Model UN	150 points – In parts	
Podcast Assignment	100 points	
In-Class Assignments	TBD	

**History Unleashed. Daily Reading Assignment – Student Choice**

**Purpose Statement**

The purpose of the "History Unleashed" daily reading assignment is to engage students in exploring significant historical events and their global impact through diverse perspectives and creative formats. By offering a choice between a One-Pager, Mind-Map/Concept-Map, or Cornell Note Page, this assignment encourages students to demonstrate their understanding and analysis of the reading material to suit their individual learning styles best. This approach fosters critical thinking and creativity and promotes active participation and deeper comprehension of historical content. Ultimately, this assignment aims to enhance students' ability to connect historical events to broader themes and contemporary issues, enriching their learning experience.

**Instructions:** After completing the reading, select one of the response formats (One-Pager, Mind-Map/Concept-Map, or Cornell Note Page) to demonstrate your understanding and analysis of the assigned reading material. The assignment is due in class on the day the material has been assigned to be discussed. (5.2 & 8.2)

**Response Format Choices:**

1. **One-Pager:**
  - a) Create a single-page response that includes key themes, quotes, and visuals (such as drawings or symbols) that represent the main ideas of the reading. Ensure your One-Pager is visually engaging and clearly communicates your understanding of the material.
2. **Mind-Map/Concept-Map:**
  - a) Develop a mind map or concept map that outlines the main events, themes, and connections from the reading. Use branches to show relationships between different concepts and include brief descriptions or keywords to explain each part of the map.
3. **Cornell Note Page: (One-Page Max of notes)**
  - a) Take detailed Cornell notes on the reading. Divide your page into three sections: notes, cues, and summary. In the notes section, jot down important information and ideas. In the cues section, write questions or keywords that help you remember the content. Finally, summarize the main points in the summary section.

**Submission Requirements:**

**Format:** Choose one of the response formats listed above

**Content:** Ensure your response covers the main events, themes, and your analysis of the reading

**Visuals:** Include visuals if applicable (for One-Pager and Mind-Map/Concept-Map)

**Due Date:** Each Day – See the schedule for more details.

**Grading Criteria:**

- **Understanding of Content:** Demonstrates a clear understanding of the main events or themes
- **Creativity and Engagement:** Shows creativity and effort in the chosen format
- **Analysis:** Provides thoughtful analysis of the impact and relevance of the events
- **Presentation:** Clear, organized, and visually appealing (if applicable)

**Rubric**

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)	Did not Submit (0)
<b>Understanding of Content</b>	Demonstrates a thorough understanding of the main events and themes.	Demonstrates a good understanding of the main events and themes.	Demonstrates a basic understanding of the main events and themes.	Demonstrates a limited understanding of the main events and themes.	<b>Did not Submit</b>

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)	Did not Submit (0)
<b>Creativity and Engagement</b>	Shows exceptional creativity and effort in the chosen format.	Shows good creativity and effort in the chosen format.	Shows some creativity and effort in the chosen format.	Shows minimal creativity and effort in the chosen format.	<b>Did not Submit</b>
<b>Analysis</b>	Provides insightful and thoughtful analysis of the impact and relevance of events.	Provides clear analysis of the impact and relevance of events.	Provides basic analysis of the impact and relevance of events.	Provides limited or unclear analysis of the impact and relevance of events.	<b>Did not Submit</b>
<b>Presentation</b>	Clear, well-organized, and visually appealing (if applicable).	Clear and organized, with some visual appeal (if applicable).	Somewhat clear and organized, with minimal visual appeal (if applicable).	Unclear, disorganized, and lacking visual appeal (if applicable).	<b>Did not Submit</b>

Zero (0) = Did not submit or did not include in the assignment.

### Unit Exams

#### Purpose

The purpose of utilizing multiple choice and essay exams in this college world history course is to comprehensively assess students' understanding and critical thinking skills regarding historical events, themes, and concepts. Multiple choice questions are designed to evaluate students' recall, recognition, and comprehension of key facts and details, ensuring a broad coverage of the course material. Essay questions, on the other hand, aim to measure students' ability to analyze, synthesize, and articulate complex historical arguments and perspectives, fostering deeper engagement with the subject matter. Together, these assessment methods provide a balanced approach to evaluating both foundational knowledge and higher-order thinking skills, ultimately supporting students' academic growth and mastery of world history. (5.2, 8.1 & 8.2)

- Multiple choice and essay exams. Three are to be administered; two will count in your grade. See Schedule/D2L.
- Each exam will be a cumulative total of 70 points (Combined essay and multiple choice scores)

Continued on the next page.

### Global Citizenship in World History

#### Assignment Overview:

In this assignment, you will explore the concept of global citizenship through the lens of world history. You will analyze historical examples of global citizenship, reflect on the responsibilities of a global citizen, and discuss how these responsibilities can be applied to contemporary international issues. (8.4)

#### Assignment Instructions:

1. **Introduction:**
  - Define global citizenship and its significance in the context of world history.
  - Provide a brief overview of the historical periods or events you will discuss.
2. **Historical Analysis:**
  - Select at least two historical examples that illustrate the concept of global citizenship. These could include figures, movements, or events that significantly impacted global society.
  - Analyze how these examples demonstrate the principles of global citizenship, such as promoting peace, human rights, cultural understanding, or environmental sustainability.
3. **Contemporary Application:**
  - Discuss how the principles of global citizenship can be applied to current global issues. Choose one or two contemporary issues (e.g., climate change, refugee crisis, global health) and propose solutions based on historical precedents and lessons learned.
  - Briefly reflect on the role of individuals and communities in addressing these issues as global citizens.
4. **Conclusion:**
  - Summarize your key points and restate global citizenship's importance in historical and contemporary contexts.
  - Offer your reflection on what it means to be a global citizen today.

#### References:

1. Use at least three scholarly sources to support your analysis. These can include academic articles, books, and reputable online resources.
2. Cite all sources in Chicago format.

**Rubric:**

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Unsatisfactory (1)	Not Submitted (0)
<b>Introduction</b>	Clear, engaging definition of global citizenship; thorough, compelling overview of historical periods/events.	Clear definition and overview, but lacks a compelling narrative.	Basic definition and overview; minor clarity or engagement issues.	Incomplete or unclear definition and overview; limited context.	Missing or very unclear introduction; no relevant context provided.	No submission provided.
<b>Historical Analysis</b>	In-depth, critical analysis of two or more historical examples; strong and explicit connection to global citizenship principles.	Good analysis with clear connections; some depth missing.	Basic analysis with surface-level connections; lacks critical depth.	Limited analysis; weak or vague connections to global citizenship principles.	Missing or superficial analysis; no meaningful connections made.	No submission provided.
<b>Contemporary Application</b>	Insightful, detailed discussion of contemporary issues; well-supported and innovative solutions grounded in historical precedents.	Good discussion and solutions; some areas lack depth or innovation.	Basic discussion and solutions; limited connection to historical precedents.	Limited discussion with weak or unsupported solutions.	Missing or very weak discussion and solutions; no relevance shown.	No submission provided.
<b>Conclusion</b>	Strong, cohesive summary and personal reflection; reinforces importance of global citizenship with meaningful insights.	Good summary and reflection; minor depth or cohesion issues.	Basic summary and reflection; lacks clarity or compelling insights.	Incomplete or unclear summary and reflection; lacks personal insights.	Missing or very unclear conclusion; no attempt to reflect.	No submission provided.
<b>Use of Sources</b>	Excellent integration of at least three scholarly sources; all citations in correct Chicago format.	Good use of sources with minor citation errors or inconsistencies.	Basic use of sources; multiple citation errors or over-reliance on one source.	Limited use of sources; major citation errors or lack of scholarly sources.	Missing or very weak use of sources; no scholarly references.	No submission provided.
<b>Writing Quality</b>	Clear, well-organized, and engaging writing; error-free or nearly so.	Clear and organized writing; minor errors that do not impede meaning.	Basic organization; noticeable errors that slightly distract.	Limited organization; frequent errors that hinder understanding.	Disorganized and unclear writing; numerous distracting errors.	No submission provided.

**References Used to Develop the Assignment:**

- Schattle, H. (2008). *The Practices of Global Citizenship*. Rowman & Littlefield Publishers.
- Dower, N., & Williams, J. (2002). *Global Citizenship: A Critical Introduction*. Routledge.
- UNESCO. (2015). *Global Citizenship Education: Topics and Learning Objectives*. UNESCO Publishing.

## Model UN - Global Diplomacy Challenge

### Purpose:

The purpose of incorporating a Model UN simulation in this World History course is to enhance students' understanding of historical contexts and their global impact, develop critical thinking and analytical skills, promote cultural awareness and sensitivity, improve communication and negotiation abilities, connect historical knowledge to contemporary issues, encourage active learning and engagement, and foster a sense of global citizenship. Through interactive role-playing and debates, students will gain a deeper appreciation of international relations, historical events, and their relevance to today's world while honing essential skills for effective communication and conflict resolution. (5.4 & 8.3)

### 1. As a class, choose one of the following topics:

- a. **Climate Change and Environmental Policy**
- b. **Human Rights and Social Justice**
- c. **Global Health and Pandemics**
- d. **International Trade and Economic Development**
- e. **Conflict Resolution and Peacekeeping**
- f. **Refugee Crisis and Migration**
- g. **Technology and Cybersecurity**
- h. **Cultural Heritage and Preservation**

2. In class, we will select groups and assign countries, pose a resolution to be discussed, and discuss the steps to research the topic and process of the simulation.

### Submission List

1. **Position Paper** **Format:** 1–2 pages, formatted according to Chicago Style – Note: No cover page!
2. **Research Portfolio** **Format:** Organized notes, citations for sources, and relevant maps or infographics (if applicable).
3. **Speech/Opening Statement** **Format:** 1–2 minute speech written or outlined.
4. **Resolution Drafts** **Format:** A clear, typed resolution with proper formatting – 200 to 300 words.
5. **Reflection or Self-Assessment** **Format:** 1–2 page written reflection or structured questionnaire.
6. **Participation and Collaboration Rubric**

### Assignment: Comparative Analysis of Historical Podcasts and Texts

#### Objective:

To analyze and compare the presentation of historical events in podcasts and text-based sources and reflect on the impact of these events on world history. (5.3)

#### Instructions:

1. **Select a Podcast Episode:** Choose one episode from each of the following podcasts that cover a topic related to world history from the 1500s to today and are referenced in our online textbook.
  - o **The Rest is History**
  - o **Revolutions**
  - o **Dan Snow's History Hit**
  - o **Stuff You Missed in History Class**
2. **Select a Text-Based Source:** For each podcast episode, find a corresponding text-based source (e.g., a book chapter, scholarly article, or historical document) that covers the same topic.
3. **Listen, Read, and Take Notes:** Listen to the selected podcast episodes and read the corresponding text-based sources. Take detailed notes on the following aspects:
  - o **Main Topic:** What is the episode's primary focus and text?
  - o **Key Events and Figures:** Identify the significant events and historical figures discussed in both sources.
  - o **Historical Context:** How do the podcast and text place these events within the broader context of world history?
  - o **Presentation Style:** Analyze the presentation style of both the podcast and the text, including storytelling, interviews, expert commentary, and writing style.
4. **Comparative Analysis:** Write a comparative analysis essay (1500-2000 words) addressing the following points:
  - o **Content Comparison:** Compare the content of the podcast episodes and the text-based sources, highlighting similarities and differences in the topics covered.
  - o **Historical Accuracy:** Evaluate the historical accuracy of the information presented in both sources. Are there any discrepancies or biases?
  - o **Engagement and Accessibility:** Discuss how engaging and accessible the podcasts and texts are for a general audience. What techniques do the hosts and authors use to make history interesting?

5. **Reflection:** Reflect on the impact of the historical events discussed in the podcasts and texts on the modern world. Consider the following questions:
  - How did these events shape the political, social, and economic landscapes of their time?
  - What long-term effects did these events have on global history?
  - How do these historical events resonate with contemporary issues?
6. **Class Discussion:** Prepare to share your findings and reflections in a class discussion. Be ready to discuss your analysis and engage with your peers' insights.

*Submission Guidelines:*

- **Essay:** Submit your essay in a Word document or PDF format by [insert due date].
- **Class Discussion:** Be prepared to participate in the discussion on [insert date].

*Evaluation Criteria:*

- **Depth of Analysis:** Quality and depth of the comparative analysis and reflection.
- **Critical Thinking:** Demonstration of critical thinking and evaluation of the podcast and text content.
- **Engagement:** Active participation in the class discussion.
- **Writing Quality:** Clarity, coherence, and organization of the essay.

**Rubric: Comparative Analysis of Historical Podcasts and Texts**

Criteria	Excellent (90-100)	Good (80-89)	Satisfactory (70-79)	Needs Improvement (60-69)	Unsatisfactory (0-59)
<b>Depth of Analysis</b>	Thorough and insightful analysis; demonstrates a deep understanding of the podcasts and texts.	Good analysis with clear understanding; minor gaps in depth or insight.	Basic analysis; some understanding of the podcasts and texts.	Limited analysis; lacks depth and understanding of the podcasts and texts.	Inadequate analysis; fails to demonstrate understanding of the podcasts and texts.
<b>Historical Accuracy</b>	Accurate and well-supported evaluation of historical accuracy; identifies biases effectively.	Mostly accurate evaluation; minor inaccuracies or overlooked biases.	Somewhat accurate; several inaccuracies or biases not addressed.	Limited accuracy; significant inaccuracies or biases not addressed.	Inaccurate evaluation; fails to address historical accuracy or biases.
<b>Engagement and Accessibility</b>	Highly engaging and accessible analysis; effectively discusses techniques used by hosts and authors.	Engaging and accessible; discusses techniques used by hosts and authors with minor gaps.	Somewhat engaging; basic discussion of techniques used by hosts and authors.	Limited engagement; minimal discussion of techniques used by hosts and authors.	Not engaging; fails to discuss techniques used by hosts and authors.
<b>Reflection</b>	Insightful reflection on the impact of historical events; connects well to modern world and contemporary issues.	Good reflection; connects historical events to modern world with minor gaps.	Basic reflection; some connection to modern world and contemporary issues.	Limited reflection; weak connection to modern world and contemporary issues.	Inadequate reflection; fails to connect historical events to modern world.
<b>Class Discussion</b>	Actively participates; provides insightful contributions and engages with peers effectively.	Participates well; provides good contributions and engages with peers.	Participates; provides basic contributions and some engagement with peers.	Limited participation; minimal contributions and engagement with peers.	Does not participate; fails to contribute or engage with peers.
<b>Writing Quality</b>	Clear, coherent, and well-organized essay; free of grammatical errors.	Clear and coherent; minor grammatical errors.	Somewhat clear and organized; several grammatical errors.	Limited clarity and organization; numerous grammatical errors.	Unclear and disorganized; pervasive grammatical errors.



# Schedule – Spring 2025

History 105  
World History II  
Tuesday & Thursday 9 – 10:15



**NOTE: This can change at the instructor’s discretion.**  
Any changes will be reflected in D2L and discussed in class.

Date	Topics	Readings	Due
<b>Week of Jan. 13-17</b>			
<b>T Jan. 14</b> (#1)  <b>ONLINE</b> (Not in Class!)	<b>Introduction</b> <b>Course Overview</b> <b>Interest Survey</b> <b>Discussion</b>	Course expectations <a href="#">“What Does It Mean to Think Historically?”</a> Thomas Andrews and Flannery Burke	Survey Article Review
<b>Th Jan. 16</b> (#2)	<b>How to Learn Anything Like a Pro!</b> <b>UN - Selections</b>	Benefits of the Humanities Goals of a college degree & how this is different than HS – See D2L.	
<b>Week of Jan. 20-24</b> (MLK – Monday, Jan. 20)			
<b>T Jan. 21</b> (#3)	<b>Understanding the Past</b>	World - Chapter One	Unleashed #1
<b>Th Jan. 23</b> (#4)	<b>Exchange in East Asia and Indian Oc.</b>	World - Chapter Two	Unleashed #2
<b>Week of Jan. 27-31</b>			
<b>T Jan. 28</b> (#5)	<b>Early Modern Africa</b>	World - Chapter Three	Unleashed #3
<b>Th Jan. 30</b> (#6)	<b>The Islamic World</b>	World - Chapter Four Ansary 1-3	Unleashed #4
<b>Week of Feb. 3-7</b>			
<b>T Feb. 4</b> (#7)	<b>How to prepare for an Exam</b>		
<b>Th Feb. 6</b> (#8)	<b>The Foundation of the Atlantic World</b>	World - Chapter Five	Unleashed #5
<b>Week of Feb. 10-14</b>			
<b>T Feb. 11</b> (#9) <b>ONLINE</b> (Not in class!)	<b>The Islamic World</b>	Ansary, 4-6 Work Time – UN/PodCast/Paper	Discussion Board
<b>Th Feb. 13</b> (#10)	<b>Exam #1</b>	<b>Chapters 1- 5</b>	In Class!
<b>Week of Feb. 17-21. (No class Monday Feb. 17)</b> <b>Start Unit two</b>			

<b>T Feb. 18 (#11)</b>	<b>Colonization</b>	World - Chapter Six	Unleashed #6
<b>Th Feb. 20 (#12)</b>	<b>Islamic Perspective</b>	<b>Ansary 7-9</b>	Unleashed #7
<b>Week of Feb. 24-28</b>			
<b>T Feb. 25 (#13)</b>	<b>Revolutions NA/E</b>	World - Chapter Seven	Unleashed #8
<b>Th Feb. 27 (#14)</b>	<b>Revolutions SA</b>	World - Chapter Eight	Unleashed #9
<b>Week of March 3-7</b>			
<b>T March 4 (#15) ONLINE (Not in class!)</b>	<b>Study Time</b>		
<b>Th March 6 (#16)</b>	<b>Industrial Age</b>	World - Chapter 9 Ansary 10-12	Unleashed #10
<b>March 10-14 BREAK</b>			
<b>Week of March 17-21</b>			
<b>T March 18 (#17)</b>	<b>Life and Labor IR</b>	World - Chapter 10	Unleashed #22
<b>Th March 20 (#18)</b>	<b>Mid-Term (Exam #2)</b>	Exam	In-Class
<b>Week of March 24-28 Start Unit Three</b>			
<b>T March 25 (#19)</b>	<b>WWI</b>	World - Chapter 11	Unleashed #12
<b>Th March 27 (#20)</b>	<b>Islamic World</b>	Ansary 13 – 15 Ansary 16 – Afterward	Unleashed #13
<b>Week of March 31- April 4</b>			
<b>T April 1 (#21)</b>	<b>Interwar Period</b>	World - Chapter 12	Unleashed #14
<b>Th April 3 (#22)</b>	<b>WWII</b>	World - Chapter 13	Unleashed #15
<b>Week of April 7-11</b>			
<b>T April 8 (#23)</b>	<b>Cold War</b>	World – Chapter 14	Unleashed #16
<b>Th April 10 (#24)</b>	<b>Work Day</b>	UN/Citizenship	
<b>Week of April 14-18 Student Academic Conference April 15</b>			
<b>T April 15 (#25)</b>	<b>No Class</b>	No Class	No Class
<b>Th April 17 (#26)</b>	<b>Podcast Discussion</b>		Podcast Paper

<b>Week of April 21-25</b>			
<b>T April 22 (#27)</b>	<b>Contemporary World</b>	World – Chapter 15	Unleashed #17
<b>Th April 24 (#28)</b>	<b>Model UN Simulation</b>		Opening Statements
<b>Week of April 28 to 2 May</b>			
<b>T April 29 (#29)</b>	<b>Model UN Simulation</b>		Paper
<b>Th May 1 (#30)</b>	<b>Model UN Simulation</b>		Paper
<b>Week of May 5-9</b>			
<b>T May 6 ONLINE (Not in class!)</b>	<b>Final Day! Work Day</b>		Citizenship Paper UN Reflection
<b>W May 7<sup>th</sup></b>	<b>Study Day</b>		
<b>Th May 8<sup>th</sup></b>	<b>Start of Finals</b>		
<b>Week of May 12-16</b>			
<b>May 13</b>		<b>Exam #3</b>	@ 9:00 am
<b>May 16</b>		<b>End of Finals</b>	

**Be Dragon Proud!**