

History 207-01
Empires and Cultures in the Atlantic World to 1800
Online

Instructor: Kaitlyn Williams

Office Hours: By appointment, video conferences or emails.

Email: kvwillia@uncg.edu

Course Description: This course will explore various cultures, peoples, and ideas on both sides of the Atlantic. The course will trace how cultures were transformed and changed as the Atlantic world emerged. The final section of the course will look at the further spread of ideas and culture across the Atlantic that led to the Age of Revolutions. After completing this course, students will be able to analyze significant political, social, and cultural developments in history. This course will explore the impact and contributions of many historical actors, not just traditional figures. Students will also learn how to understand historical context and gain analytical skills useful in the study of history and beyond.

General Education Historical Perspectives (GHP) Student Learning Outcomes:

1. Use a historical approach to analyze and contextualize primary and secondary sources representing divergent perspectives.
2. Use evidence to interpret the past coherently, orally and/or in writing.

General Education Global Non-Western Perspectives SLO:

1. Interpret or evaluate information on diverse cultures.
2. Describe interconnections among cultures, politics, and/or intellectual traditions of the world other than the dominant Euro-American ones.
3. Use diverse cultural frames of reference and alternative perspectives to analyze issues.

Course Specific Student Learning Outcomes (SLO):

1. Explain the significance of the major events, people, and debates in the history of the Atlantic.
2. Engage in historical thinking to contextualize, interpret, and analyze primary and secondary texts.

“MAC” (Minerva’s Academic Curriculum) SLO:

1. Describe dynamic elements of different cultures. These elements may include (but are not limited to) aesthetic systems, communication systems, economics, physical environments, ethics, gender norms, geography, history, politics, religious principles, or social beliefs, norms and practices.
2. Explain how similarities, differences, and connections among different groups of people or environmental systems affect one another over time and place.

Communication and Importance of Reading the Syllabus:

It is always important to read a course syllabus carefully, especially for an online course. Students are responsible for understanding the content of the syllabus and adhering to the policies, expectations, and guidelines listed for the course.

Before emailing the instructor, a student should read the syllabus carefully, check Canvas for updates (including announcements), and read the instructions/prompts for assignments. If a student’s question is not answered in any of the three locations, email the instructor to ask questions. I am also happy to answer questions, and it is always a good practice to ask any questions you have so that the material can be clarified.

Students should check their emails and Canvas frequently, especially for an online course. This is how information and updates about the course will be communicated. It is vital to check emails regularly to ensure information is not missed. Please also make sure that you have Canvas set to automatically send any course announcements to your school email.

Required Texts:

Thomas Benjamin, *The Atlantic World: Europeans, Africans, Indians, and their Shared History*. New York: Cambridge University Press, 2009. (Listed as, “Benjamin” in the course calendar)
Other readings for the course will be uploaded or linked to the course Canvas page.

Lecture Videos:

Most weeks will have a corresponding lecture video for students to watch. These videos will go over some of the important information from the readings and will expand on the topics of the week.

Course Requirements:

Weekly Assessments (GHP 1; SLO 1, 2, 3, GN 1):

Students will be required to answer questions relating to the content of each week. These quizzes will be based on the readings, PowerPoints, and videos for the week. They will ask students to think critically about the course material. The assessments allow students unlimited time and it is acceptable to use notes. However, students only have one attempt at the assessment. Additionally, while students are allowed to use course materials, plagiarism of any kind or severity will result in an automatic 0 for the assessment. ***The assessments will be due by Sunday nights at 12 midnight.***

Primary Source Discussion Forum (GHP 2; SLO 1, 2, GN 1, 2, 3, MAC SLO 1,2):

Students will be required to complete primary source discussion forums. **We will learn more about primary sources in week one of the course.**

For the discussion, students are required to write a substantive post that addresses the assigned reading questions on the primary source documents for the week. The primary sources will be divided among each student. While it would be great to read all of the sources, students are only expected to respond to the readings they are assigned.

The initial posts should be between 200-350 words but can be more. A good discussion post should address the **context**, (i.e. Who is the author? Where did the source come from? Etc.), demonstrate an **understanding** of the document (i.e. What was its purpose?) and **analyze** the source (i.e. Why was the source important and how does it deepen your understanding of the larger historical context?). ***Initial discussion posts are due each Wednesday by 12 midnight.***

After completing the initial, substantive post, students will respond to a peer's post. Replies should ***not*** be on the same readings as your initial discussion post when more than one reading is given to the class for that week. Replies should be meaningful, deal with the primary source documents, and contribute to the discussion. In other words, replies should be meaningful and not say "I agree" or "Great post." Replies should be between 50-100 words. You will most likely need to read the document in order to provide an adequate reply. ***Replies are due each Sunday night at 12 midnight.***

****All discussion posts and replies should be respectful.** Please practice online etiquette. You should ***not*** focus your responses on your peer's grammar, spelling, etc., but rather, on the content and material. Disrespect to other students will not be tolerated in this course.

*****Late discussions cannot be made up.*** This is a time sensitive assignment since it requires response to peers.

Analysis Assignments (GHP 1, 2; SLO 1, 2 GN 1, 2, 3, MAC SLO 1,2):

There will be two analysis assignments throughout the semester. The first will happen at the mid-way point and the last one will be during finals week. These assignments will be posted the week they are due. They will draw from information from the prior weeks and will ask you to use both primary and secondary sources. These assignments will not be timed, and students will have several days to complete them. The goal is to draw together the context, primary sources, and materials from the unit to create a larger picture. More information on this will be posted before the first assignment is due.

Film Analysis: (GHP 1, GN 1, 2, SLO 1, MAC SLO 1)

There will be one film analysis for this course. There will be two films to choose from and each will be around 50 minutes. Students will then be asked to write a short reflection on how the film relates to course materials and how it engages in a larger narrative of history.

Late Assignments:

Late assignments will be penalized by half a letter grade each calendar day they are late. An assignment that is not submitted after seven days will receive a zero. Discussion forum posts and replies **cannot** be submitted late. Any late discussion forum submissions will automatically receive a zero.

Grading:

Grades will be based on three different aspects of student performance: (1) writing assignments, (2) chapter assessments, and (3) primary source discussion board. The final grade will be determined according to the following calculation:

Analysis Assignments:	25% total
Midterm Analysis Assignment	10%
Final Analysis Assignment	15%
Chapter Assessments (15 assessments x 3%):	45% total
Primary Source Discussion Forum (10 forums x 2.5%):	25% total
Film Analysis	5% total

Grading Scale:

	B+: 87-89	C+: 77-79	D+: 67-69	F: 0-59
A: 93-100	B: 83-86	C: 73-76	D: 63-66	
A-: 90-92	B-: 80-82	C-: 70-72	D-: 60-62	

Syllabus Modifications:

I reserve the right to modify or alter any part of the syllabus as the course progresses. It is your responsibility to watch for any class announcements about alterations.

Academic Integrity:

All work must be your own. UNCG prohibits any and all forms of academic dishonesty. It is the student's responsibility to know what constitutes academic integrity and to be familiar with UNCG policies which can be found here: <https://sa.uncg.edu/handbook/academic-integrity-policy/>. Students who engage in academic dishonesty (such as plagiarizing part of a paper or cheating on an exam) will receive a zero and will be referred to the Office of Student Conduct for appropriate action, including suspension or expulsion. Do not attempt it.

Useful Resources:

UNCG provides a variety of useful services for students that focus on writing, speaking, and researching. Check them out!

History Department Website: <https://his.uncg.edu/>
Jackson Library Website: <https://library.uncg.edu/>
Writing Center Website: <https://writingcenter.uncg.edu/>
Speaking Center Website: <https://speakingcenter.uncg.edu>

Americans with Disabilities Act (ADA):

UNCG seeks to adhere to the ADA and provide equal access to a college education. Students with any questions or needs related to academic accommodations for disabilities should contact the Office of Accessibility Resources and Services (OARS), located in the Elliot University Center, Suite 215. For more information, please see <https://ods.uncg.edu>.

Covid-19 Information:

This course is completely online, so we will not have face-to-face contact. If you contract Covid-19 and are unable to complete course work, please let me know as soon as you can and send appropriate documentation. You will be allowed to make up work missed due to Covid-19.