

IDS 1000F

INTRO TO GLOBAL CHALLENGES Syllabus 1.0

Overview

One purpose of this introductory course is to help students acquire the ability to read and write critically, especially when thinking about current issues. In order to develop these skills, students (and professors) must read a great deal. This syllabus outlines the readings that will familiarize you with the more important aspects of world history, the ideas that have helped shape our present. You can use this information in any number of ways, from getting a Ph.D. in history to preparing marketing proposals to astounding/annoying your friends with sophisticated party chatter. *In any event, you cannot do well in this course if you do not do the readings for each class; the lectures assume that you have done the readings and rarely review the material.*

Goals

By the end of the course, you will be able to:

- Identify the historical sources of the different issues in the modern world.
- Differentiate among the political and economic choices available to societies in the modern world.
- Analyze the origins of the political, economic, social and cultural forces that shape the contemporary world.

INTRO TO GLOBAL CHALLENGES
Syllabus 1.0

Summer 2015

BR-304

Tuesday and Thursday 1830H –2120H

Instructor: M.A. Ramsay

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Office: Room 216 Ursuline Hall

Office Hours: Office Hours: Tuesday, Thursday, 1730H –1820H.

OR BY APPOINTMENT

Please do not use OWL to e-mail me. OWL is reserved for my use to address the entire class. Messages sent by OWL will not be answered.

Materials

William R. Keylor, Jerry Bannister and Tracey J. Kinney, *The Twentieth-Century World: An International History*, Second Canadian Edition. [Paperback].

Article-length readings will be posted online.

Milestones

May 8, 2015

Last day to add a full course, a first-term half course, a first-term first quarter ('Q') course, and a full year half-course in Summer Evening.

May 15, 2015

Last day to drop a first-term half course, or a first-term first quarter ('Q') course in Summer Evening and Spring/Summer Distance Studies without academic penalty.

Notice

If necessary, this syllabus may be amended at the instructor's discretion after appropriate notice and discussion.

Any extension of assignment deadlines, provision for make-up assignments or any other exception to the

- Define the components of contemporary cultures and societies and analyze their position in the different cultures of today's world.
- Recognize the reasons behind the historical actors' choices.

policies described in this syllabus requested for reasons not explicitly addressed by university policy will be made only at the instructor's discretion.

Requirements

Classes will be held as scheduled unless I — or the college — notify you directly. Classroom attendance and participation are essential for success in the course. Students are expected to read assigned material before class and to come prepared to participate in classroom activities. The course texts should be brought to every class.

All assignments must be submitted on time during scheduled class hours. It is essential to communicate directly with your professor if you experience any challenges attending class or completing work.

Please note: late assignments will be penalized 3% *per day*. Hard copies of the assignments are due at the end of class. Assignments handed in after class will be considered late. You can, however, post your assignment to OWL after class, provided you do so the same day that it is due. Assignments that are handed in more than one week after the due date **will not be accepted** without documentation from an academic advisor.

Computers will not be permitted in this class without a medical reason. I am not being arbitrary. Research has proven that students using computers in class hinder their own learning.

More importantly, they also affect the ability of students around them to learn.

| Course Component | Value | Due Dates | Purpose |
|--|------------|-----------|---|
| IN-DEPTH ASSESSMENT | 65% | | |
| First Exam | 10% | May 14 | Assessing the student's comprehension of academic writing, his or her ability to write concisely and persuasively. |
| Second Exam | 15% | May 21 | Assessing the student's comprehension of academic writing, his or her ability to write concisely and persuasively. |
| Third Exam | 20% | June 3 | Assessing the student's comprehension of academic writing, his or her ability to write concisely and persuasively. |
| FINAL EXAM | 20% | TBA | Covers all material from the course |
| IN-CLASS WORK (35%) | | | |
| Unannounced quizzes (dropping lowest score) | 10% | Ongoing | Assessing the student's ability to answer questions reflecting the student's engagement with the ideas presented in the readings and other classroom material |
| Responses to readings, contribution to class discussion | 25% | Ongoing | Informal notes, observations, and questions reflecting the student's engagement with the ideas presented in the readings and other classroom material |

General criteria for writing

There are several factors by which any essay answer or analytical work is assessed by a reader. These are:

| | |
|--|------------------------------------|
| Essay Structure (thesis, paragraph usage etc.) | Frequent Reference to the Question |
| Essay Mechanics (word usage, grammar, etc.) | Proper Citations |
| Recognizes Complexities and Contradictions | Combines/Juxtaposes Evidence |
| Recognizes Bias and Viewpoint | Chronology and Context |

Techniques to use in each assignment

Expectations

Success in this course requires a great deal of thoughtful dedication. Good writing rarely emerges from the author's thoughts without patience and tremendous effort. In order to develop your skills, you will be expected to draft and to

redraft your work. You must plan to attend **ALL** of our classes. Tests and assignment schedules can be altered **ONLY** when a student has met with an academic advisor and can provide the appropriate documentation for academic accommodation.

Class Contribution

University education demands that students engage with the ideas presented in the course. It has been established that students who express their thoughts on material derive more benefit from a course than students who sit passively while others talk. This course is designed to help you express yourself and improve your understanding of the material by expecting you to be prepared each class to discuss the material you have read and the material presented in class.

Class contribution is more than merely showing up for class. It is evaluated accordingly:

| Grade | Performance Characteristics |
|--------------------------------|---|
| A Excellent | <ol style="list-style-type: none"> 1. Demonstrate a commanding grasp of core concepts and their linkages. 2. Consistently identify and analyse real-world or personal application of concepts. 3. Apply core concepts to unfamiliar situations to produce insightful and rigorous analysis. 4. Initiate and shape class discussion by presenting key insights and contributing in a way that facilitates productive discussion. 5. Offer constructive, sensitive comments about classmates' contributions to sustain ongoing discussion. |
| B Good | <ol style="list-style-type: none"> 1. Show a thorough grasp of core concepts and their linkages. 2. Frequently identify and analyse real-world or personal application of concepts. 3. Apply core concepts to unfamiliar situations to produce well-reasoned and logical analysis. 4. Consistently contribute important insights to class discussion. 5. Provide insightful comments about classmates' contributions during discussion. |
| C Average | <ol style="list-style-type: none"> 1. Aware of core concepts and their linkages. 2. Provide real-world or personal application of concepts. 3. Apply core concepts to unfamiliar situations with guidance to produce an acceptable analysis. 4. Contribute to class discussion, usually in response to questions. 5. Respond to classmates' contributions during discussion. |
| D Below Average | <ol style="list-style-type: none"> 1. Recognise core concepts when presented. 2. Respond correctly to direct questions about real-world or personal application of concepts that are presented. 3. Apply core concepts to familiar situations to produce a superficial, yet accurate analysis. 4. Contribute to class discussion in response to questions. 5. Occasionally respond to classmates' contributions. |

Exams

The first three exams will be held in class **during the first hour** on the assigned day. It will consist of 10 short-answer questions, of a choice of 15, worth half a point each, and one essay question, out of a choice of four, worth 30 points. You may use Keylor *et al.* when answering the essay question.

Final Exam

The final exam will be a take home exam. It is worth 20 per cent of the final mark and will consist of two essay questions, out of a choice of four, worth 10 points each. You may use Keylor *et al.* and any other class material when answering your essay questions. ***Use of any other material will be considered plagiarism and treated as such.***

Refer to the rubric at the back of the syllabus to see how your essay answers will be evaluated.

Please keep an electronic copy of your essay until you have received your final grade.

Civility Statement

Together as a class, we agree to encourage each other to participate during discussion by listening to all contributions without judgement and without interruption. ***Any cell phones in the class should always be turned off.*** We agree that students may use computers to work on course assignments only (as long as they do so quietly and respectfully) and that we may eat and drink during class. Above all, we agree to treat each other with respect.

Office Hours

I have scheduled two office hours per week, and I welcome you to stop by. Office hours can be a great place to discuss various aspects of the course: if you find you are particularly excited about a certain assignment, I can recommend directions for further reading, and if you are frustrated with a particular topic, I can listen and offer assistance. If my scheduled hours do not work for you, you are welcome to make an appointment. ***If you are in trouble in the course, come and see me about it. Little problems that are readily resolved at first soon grow to be insurmountable difficulties.***

Email Policy

I am happy to communicate with students through email. I respond to emails that I receive during the week within 24 hours; emails received on weekends will not receive a response until the following Monday. I ask that email be used to address specific concerns. For questions that require a detailed response, please come to my office hours. Please note: ***I do not release grades over email.***

Schedule (Topics are tentative and likely to change as the course unfolds.)

| Date | Topic | Readings | Extra Readings |
|--------|---|---|----------------|
| Week 1 | May 5: Course Overview & Administration; The World in 1900 | Course outline, Keylor et al., Prologue | |
| | May 7: The Great War | Keylor et al., Chapters 1 and 2 | |
| Week 2 | May 12: Aftermath | Keylor et al., Chapter 3 | |
| | May 14: <i>First Exam</i> The Rise of Totalitarianism | Keylor et al., Chapter 4 | |
| Week 3 | May 19: World War II | Keylor et al., Chapters 5 and 6 | |
| | May 21: <i>Second Exam</i> The Cold War | Keylor et al., Chapters 7, 8 and 9 | |
| Week 4 | May 26: Decolonisation | Keylor et al., Chapters 10, 11 and 12 | |
| | May 28: The End of the Cold War | Keylor et al., Chapters 13 and 14 | |
| Week 5 | June 3: <i>Third Exam</i> Europe and The Far East | Keylor et al., Chapters 15 and 16 | |
| | June 5: Africa and The Middle East | Keylor et al., Chapters 17 and 18 | |
| Week 6 | June 10: Latin America | Keylor et al., Chapter 18 | |
| | June 12: The 21 st Century | Keylor et al., Chapters 20 and 21 | |

Rubric for Essay Answers

| | 1 | 3 | 5 | Your mark |
|---------------------------------|---|---|---|-----------|
| Mechanics | Many errors in grammar and spelling. | Three errors in grammar and spelling. | Correct grammar and spelling throughout . | |
| Clarity and Organization | Required elements missing from the paper. Writing is unclear. No topic sentences. | All elements present in correct order. Ideas are unclear. Writing may be confusing at times. Some topic sentences may be missing. | All elements present in correct order. Topic sentences identify key points. Ideas are <i>clearly</i> stated and easy to follow. | |
| Methodology | Disconnected listing of events. Research techniques not described. No discussion of paper's thesis. | Actions are described, but little or no discussion of research techniques. Short, inadequate presentation of paper's thesis. | The actions and the research techniques used in the paper are clearly identified and justified, and the paper's thesis thoroughly discussed and supported. | |
| Academic Apparatus | No references. | References included, but improperly formatted or citations occasionally not provided when required. | Complete references, properly formatted. | |
| Evidence | Supporting evidence for the author's argument not offered. | Supporting evidence identified only generally. Links between argument and supporting evidence not made explicitly . | Supporting evidence and connections to the argument are complete and related to the thesis as a whole. | |
| Analysis (x2) | Appropriateness of supporting evidence to argument is questionable. | Supporting evidence is correctly identified and used, but some important connections with the argument are omitted. | Supporting evidence is for the paper's argument used and <i>all</i> of the important connections are noted precisely and explicitly . | |

Total

/35

%

Other comments:

BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation. Academic accommodation on medical grounds will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Appropriate academic accommodation will be determined by the Dean's Office in consultation with the student's instructor(s). Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are not grounds for academic accommodation.

A UWO Student Medical Certificate (SMC) is **required** if a student is seeking academic accommodation on medical grounds. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. A SMC can be downloaded under the Medical Documentation heading of the following website: <https://studentservices.uwo.ca/secure/index.cfm> . If it is not possible to have an SMC completed by the attending physician/nurse practitioner, the student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations documentation stating simply that the student "was seen for a medical reason" or "was ill" is **not** adequate to support a request for academic accommodation. All documentation is to be submitted to an Academic Advisor.

Whenever possible, requests for academic accommodation should be initiated in advance of due dates, examination dates, etc. Students must follow up with their professors and Academic Advisor in a timely manner.

The full statement of University policy regarding extensions of deadlines or makeup exams can be found at <http://www.westerncalendar.uwo.ca/2014/pg117.html>

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal problem that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds may not be considered.

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult an Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines (refer to the Registrar's website, www.registrar.uwo.ca, for official dates). You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

The Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory.

3. ABSENCES

Short Absences: If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

Extended Absences: If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate.

4. POLICY ON CHEATING & ACADEMIC MISCONDUCT

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf.

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Students are urged to read the section on Scholastic Offences in the Academic Calendar. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Academic Misconduct in the Western Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Student Services Centre, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked Tests/exams:

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal signed by the student must be sent to the Department Chair. If the response of the department is considered unsatisfactory to the student, she may then submit a signed, written appeal to the Office of the Dean. Only after receiving a final decision from the Dean may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office, or you can consult an Academic Advisor. Students are advised to consult the section on Academic Rights and Responsibilities in the Western Academic Calendar.

6. PREREQUISITES AND ANTIREQUISITES

Unless you have either the prerequisites for a course or written special permission from your Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Similarly, you will also be deleted from a class list if you have previously taken an antirequisite course unless this has the approval of the Dean. These decisions may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course because you have taken an antirequisite course.

7. SUPPORT SERVICES

The Brescia University College Registrar's website, with a link to Academic Advisors, is at http://www.brescia.uwo.ca/academics/registrar_services/index.html. The Western Registrar's website is at <http://www.registrar.uwo.ca/index.cfm>. The website for the Student Development Centre at Western is at <http://www.sdc.uwo.ca/>. Students who are in emotional/mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.