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## **Course Information**

**Course Title:** Global Transformations and the Rise of the West Since 1000

**Credit Hours:** 3

**Prerequisites:** N/A

**Semester:** Fall 2020

## **Instructor and Contact Information**

**Instructor name:** Jonathan Daly  
**CRN/Course Numbers:** 42405, 42407  
**Office location:** UH 1019  
**Office phone:** N/A  
**E-mail address:** daly@uic.edu  
**Office hours:** MW 1-2 PM

**TA name:** Kathryn Evans  
**E-mail address:** kevans25@uic.edu

**TA name:** Elizabeth McFayden  
**E-mail address:** emcfay2@uic.edu

## **Communicating with the Instructor**

This course uses a “three before me” policy in regard to student to faculty communications. When questions arise during the course of this class, please remember to check these three sources for an answer before asking me to reply to your individual questions:

1. Course syllabus
2. Announcements in Blackboard
3. The “Water Cooler” discussion board

This policy will help you in potentially identifying answers before I can get back to you and it also helps your instructor from answering similar questions or concerns multiple times.

If you cannot find an answer to your question, please first post your question to the “Water Cooler” discussion board. Here your question can be answered to the benefit of all students by either your fellow students who know the answer to your question or the instructor. You are encouraged to answer questions from other students in the discussion forum when you know the answer to a question in order to help provide timely assistance.

If you have questions of a personal nature such as relating a personal emergency, questioning a grade on an assignment, or something else that needs to be communicated privately, you are welcome to contact me via email or phone. My preference is that you will try to email me first. I will usually respond to emails within an hour or so except late at night.

## **Course Requirements**

## Online Course

This is an online course and therefore there will not be any face-to-face class sessions. All assignments and course interactions will utilize internet technologies.

## Computer Requirements

This course requires that you have access to a computer that can access the internet. You will need to have access to, and be able to use, the following software packages:

- A web browser (Internet Explorer, Google Chrome, or Mozilla Firefox)
- Adobe Acrobat Reader (free)
- Adobe Flash Player (free)
- Microsoft Word

You are responsible for having a reliable computer and internet connection throughout the course.

## Course Description / Goals

Encounters and exchanges among world cultures have been the main driving force behind the extraordinary social, political, cultural, intellectual, scientific, and technological transformations of recent centuries. This course introduces students to the history of these exchanges and transformations during the past one thousand years.

## Learning Objectives

### Course Objectives

Upon successful completion of this course, students will be able to:

- Describe and discuss the West's rise to preeminence.
- Evaluate and critique relevant historical concepts and explanations.
- Demonstrate appropriate research techniques and know how to use them.
- Express ideas robustly and succinctly in writing.
- Situate geographically key historical developments in Western and world history.

## Course Materials

### Required Texts

Jonathan Daly, *The Rise of Western Power: A Comparative History of Western Civilization* (London and New York: Bloomsbury, 2014), available at the UIC Bookstore and other retailers. See a [price comparison for the book](#) on UIC Bookstore's website.

DO NOT PURCHASE THE EARLIER VERSION (REVOLUTIONARY CIVILIZATION), WHICH IS COMPLETELY OUTDATED, MISSING A CHAPTER, ETC.

The course text is also available as an [e-book](#) through the University library.

### Recommended Texts or Other Required Materials:

Historical texts, maps, and images correlated with the textbook and lectures at <https://www.bloomsbury.com/uk/the-rise-of-western-power-9781441118516/> (see buttons on right side of webpage: "Primary sources by chapter," etc.).

## Course Schedule

Module	Topic / Lesson	Activities / Assignments
Module 1A Aug. 24–30	The World before the Rise of the West	<ul style="list-style-type: none"> <li>• Read Daly, Prologue</li> <li>• Lecture 1</li> <li>• Introduction Discussion Board</li> </ul>

<b>Module</b>	<b>Topic / Lesson</b>	<b>Activities / Assignments</b>
Module 1B Aug. 31–Sep. 6	The World before the Rise of the West	<ul style="list-style-type: none"> <li>• Read Daly, Ch 1</li> <li>• Lecture 2</li> <li>• Lecture 3</li> <li>• Quiz 1</li> <li>• Discussion Board 1</li> </ul>
Module 2A Sep. 7–13	Medieval Transformations	<ul style="list-style-type: none"> <li>• Read Daly, Ch 2</li> <li>• Lecture 4</li> <li>• Lecture 5</li> <li>• Quiz 2</li> <li>• Discussion Board 2</li> </ul>
Module 2B Sep. 14–20	Revolution in Religion, Thought, and the Law	<ul style="list-style-type: none"> <li>• Read Daly, Ch 3</li> <li>• Lecture 6</li> <li>• Lecture 7</li> <li>• Quiz 3</li> <li>• Discussion Board 3</li> </ul>
Module 3A Sep. 21–27	Military Revolutions	<ul style="list-style-type: none"> <li>• Read Daly Ch 4</li> <li>• Lecture 8</li> <li>• Lecture 9</li> <li>• Quiz 4</li> <li>• Discussion Board 4</li> </ul>
Module 3B Sep. 28–Oct. 4	Discovery of the World	<ul style="list-style-type: none"> <li>• Read Daly Ch 5</li> <li>• Lecture 10</li> <li>• Lecture 11</li> <li>• Quiz 5</li> <li>• Discussion Board 5</li> </ul>
Module 4A Oct. 5–11	Explosion of the Printed Word	<ul style="list-style-type: none"> <li>• Read Daly Ch 6</li> <li>• Lecture 12</li> <li>• Quiz 6</li> <li>• Discussion Board 6</li> </ul>
Module 4B Oct. 12–18	The Reformation	<ul style="list-style-type: none"> <li>• Read Daly Ch 7</li> <li>• Lecture 13</li> <li>• Lecture 14</li> <li>• Quiz 7</li> <li>• Discussion Board 7</li> <li>• Primary Source Analysis</li> </ul>
Module 5A Oct. 19–25	Scientific Revolutions	<ul style="list-style-type: none"> <li>• Read Daly Ch 8</li> <li>• Lecture 15</li> <li>• Lecture 16</li> <li>• Quiz 8</li> <li>• Discussion Board 8</li> </ul>
Module 5B Oct. 26–Nov. 1	Commercial Revolutions	<ul style="list-style-type: none"> <li>• Read Daly Ch 9</li> <li>• Lecture 17</li> <li>• Lecture 18</li> <li>• Quiz 9</li> <li>• Discussion Board 9</li> <li>• Analytical Essay Worksheet</li> </ul>
Module 6A Nov. 2–8	Political Revolutions	<ul style="list-style-type: none"> <li>• Read Daly Ch 10</li> <li>• Lecture 19</li> <li>• Lecture 20</li> <li>• Quiz 10</li> <li>• Discussion Board 10</li> </ul>
Module 6B Nov. 9–15	Industrial Revolution	<ul style="list-style-type: none"> <li>• Read Daly Ch 11</li> <li>• Lecture 21</li> <li>• Lecture 22</li> <li>• Quiz 11</li> </ul>

Module	Topic / Lesson	Activities / Assignments
		<ul style="list-style-type: none"> <li>• Discussion Board 11</li> </ul>
Module 7A Nov. 16–22	Technological Revolution	<ul style="list-style-type: none"> <li>• Read Daly Ch 12</li> <li>• Lecture 23</li> <li>• Lecture 24</li> <li>• Quiz 12</li> <li>• Discussion Board 12</li> </ul>
Module 7B Nov. 23–29	Crises of the West	<ul style="list-style-type: none"> <li>• Read Daly Ch 13</li> <li>• Lecture 25</li> <li>• Lecture 26</li> <li>• Quiz 13</li> <li>• Discussion Board 13</li> </ul>
Module 8A Nov. 30–Dec. 4	Social Revolution	<ul style="list-style-type: none"> <li>• Read Daly Ch 14, conclusions</li> <li>• Lecture 27</li> <li>• Lecture 28</li> <li>• Quiz 14</li> <li>• Discussion Board 14</li> <li>• Submit all outstanding final written assignments at 9 PM* on Dec. 4</li> </ul>

\*Note that the only time assignments are due at 9 PM is for the analytical essay, map project, and extra credit options; otherwise, assignments are due at 11:59 PM.

## Course Grading, Methods of Evaluation, & Grading Policies

### Grades and Grading Scale

Assignment of letter grades is based on **points earned**, not a percentage. The letter grade will correspond with the following points achieved. All course requirements must be completed before a grade is assigned.

A	90 or more points
B	80 –89 points
C	70 – 79 points
D	60 – 69 points
F	59 points and below

### Summary of Assignments

Item	Points	Date
Discussion board participation	30	Weekly (Sunday at 11:59 PM; 9 PM for Module 8A discussion)
Quizzes	21	Weekly (Sunday at 11:59 PM; 9 PM for Module 8A quiz)
Primary Source Analysis	10	Due by end of Module 4B
Analytical Essay Worksheet	5	Due by end of Module 6A
Analytical Essay	24	Due by end of Module 8A
Map Project	10	Due by end of Module 8A
Extra Credit	5	Due by end of Module 8A

See requirements for the specific Assignments on Blackboard.

### Rubrics and Evaluation Criteria

#### Rubric for Analytical Essay

<b>Criterion (Score 0 if element is absent)</b>	<b>Novice</b>	<b>Apprentice</b>	<b>Proficient</b>	<b>Expert</b>
<b>Introduction</b>	Problem is not introduced or is not clearly identified. (.25 points)	Problem is vaguely identified. (.50 points)	Introduction contains only minor issues with problem presentation. (.75 points)	Introduction sets up the problem which the paper addresses. (1 point)
<b>Thesis</b>	Does not specify the textbook assertion the paper is meant to argue for or against. (.5 points)	Introduction merely describes what the paper will discuss and may only vaguely specify the textbook assertion the paper is meant to argue for or against. (.75 points)	The thesis is stated, but could more clearly specify the textbook assertion the paper is meant to argue for or against. (1.25 points)	Thesis specifies the textbook assertion the paper is meant to argue for or against and clearly states the author's arguments. (1.5 points)
<b>Organization</b>	Paragraphs do not have a topic sentence that supports the thesis, supporting information, and/or a summary/concluding sentence which transitions to the next paragraph, and there is no perceptible organization to the essay. (2 points)	Paragraphs do not have a topic sentence that supports the thesis, supporting information, and/or a summary/concluding sentence which transitions to the next paragraph, but despite a lack of topic sentences, there is a perceptible organization to the essay. (4 points)	Paragraphs are generally well constructed and nearly always contain a topic sentence that supports the thesis, supporting information, and a summary/concluding sentence which transitions to the next paragraph. (6 points)	Paragraphs are well constructed and are mini-essays, containing a topic sentence that supports the thesis, supporting information, and a summary/concluding sentence which transitions to the next paragraph. (8 points)
<b>Support</b>	Assertions are based on empty citations: citation information is given as support for an assertion, but no information is provided about the content of the cited work or how or why the cited work/author supports the assertion made. Factual errors: the cited work does not actually support the assertion made in the assignment and/or is described inaccurately. Assertions based on personal opinion only. (1.75 points)	Some assertions are supported with appropriate evidence; others are either unsupported or not supported by appropriate evidence. Appropriate evidence includes an interpretation of empirical data, description of arguments and evidence presented in a scholarly source that supports the assertion (with appropriate citation of the source). (3.5 points)	Assertions are supported with appropriate evidence, though at least four supplementary scholarly sources are not used. Appropriate evidence includes an interpretation of empirical data, description of arguments and evidence presented in a scholarly source that supports the assertion (with appropriate citation of the source). Evidence provided in support of an argument is described and interpreted correctly. (5.5 points)	Assertions are supported with evidence. Assertions are supported with at least four supplementary scholarly sources. When relevant, opposing positions are considered and arguments discounting these positions are supported with relevant scholarly evidence. Synthesizes evidence to draw new, relevant, logical inferences. (7.5 points)
<b>Conclusion</b>	Conclusion does not answer the "so what?" question. No connection is made to a larger point in history, current-day issue, or the course's essential question of	"So what" question is somewhat answered, but reasoning or logic contain flaws or are not fully supported with evidence. Conclusion may not relate to a	The conclusion largely answers the "so what?" question, though it may only vaguely relate to a larger point in history, a current-day issue, or	The conclusion answers the "so what?" question. Conclusion relates to a larger point in history, a current-day issue, or the course's essential

Criterion (Score 0 if element is absent)	Novice	Apprentice	Proficient	Expert
	“why the west?” (.75 points)	larger point in history, a current-day issue, or the course’s essential question of “why the west?” (1.5 points)	the course’s essential question of “why the west?” (2.25 points)	question of “why the west?” (3 points)
<b>Grammar &amp; Structure</b>	Many grammatical errors throughout the paper and/or sources not cited using a standard form. (.75 points)	A fair amount of grammatical errors throughout the paper and/or sources not cited using a standard form. (1.5 points)	Minor grammatical errors and/or minor issues with improper source citation. (2.25 points)	No grammatical errors. Sources cited properly using a standard form. (3 points)

**Rubric for Primary Source Analysis**

Criterion (Score 0 if element is absent)	Below Expectations (1)	Good (2)	Excellent (3)	Score
<b>Clarity</b>	The paper fails to relate source(s) to specific topics in a given subchapter or broader context of the chapter.	Explanation of source(s) relation to specific topics in a given subchapter is generally clear, but lacks specificity or logical flow. The paper attempts to relate points to the broader context of the chapter.	Explains clearly how the source or sources relate to specific topics developed in a given subchapter, preferably placing the topic within the broader context of the chapter. (4 points)	
<b>Analysis</b>	Paper does not analyze the importance of the source(s) for understanding major developments in European and world history. No page number references to the textbook are supplied.	Weak or disconnected analysis of the importance of the source for understanding major developments in European and world history. Only one or two page number references to the textbook are supplied.	Analyzes the importance of the source(s) for understanding major developments in European and world history. Supply at least three page number references to the textbook. (4 points)	
<b>Grammar &amp; Structure</b>	Grammatical errors throughout and/or sources not cited using a standard form.	Minor grammatical errors and/or minor issues with improper source citation.	Provide full bibliographical reference(s) for the source(s) No grammatical errors. Sources cited properly using a standard form. (2 points)	
<b>TOTAL</b>				

**Rubric for Online Discussion Participation**

	Below Expectations	Good	Excellent
<b>Length</b>	The student does not post anything.	The student reaches at least 80% of the word count requirement.	The student meets or exceeds the word count requirement of 250 words.
<b>Content</b>	The student does not post anything.	The student does not connect the post to the discussion board prompt and/or refers to one important element or only minor elements discussed within the chapter. The student’s response	The student responds to the discussion board prompt (the question), and includes references (with page numbers) to at least two important relevant textbook passages. The student’s response demonstrates a

	<b>Below Expectations</b>	<b>Good</b>	<b>Excellent</b>
		demonstrates some understanding of the content and weak familiarity with the main themes of the chapter. The post contains spelling, grammar, and/or punctuation errors, or lacks narrative flow. The student does not use specific citations and/or quotes from the text.	general understanding of the content and familiarity with main themes from the chapter. The post is free of spelling, grammar, and punctuation errors, and has some sort of narrative flow as opposed to a list of facts or statements. The student uses citations and/or quotations from the text.
<b>Timely Interaction</b>	The student does not reply to classmates' posts. OR Replies lack substantive feedback, thoughtful commentary, and/or respectful critique. OR The student fails to observe proper online etiquette and/or is disrespectful and rude to classmates and/or instructors.	The student replies to 1 classmate's post before due date, writing at least 2-3 sentences. The student's replies consist of substantive feedback, thoughtful commentary, and/or respectful critique. The student observes proper online etiquette and is respectful and polite to classmates and instructors. OR The student replies to 2 classmates' posts before the due date, but does not write 2-3 sentences, and/or does not provide substantive feedback, thoughtful commentary, and/or respectful critique in at least one reply.	The student replies to at least 2 classmates' posts before due date, writing at least 2-3 sentences. The student's replies consist of substantive feedback, thoughtful commentary, and/or respectful critique. The student observes proper online etiquette and is respectful and polite to classmates and instructors.

## Midterm Grades

Since most course assignments are due after the mid-point of the semester, midterm grades will not be posted. Students may inquire of the instructor at any point in the semester his or her standing in the course.

## Final Exams

There is no final exam in this course. All written assignments must be completed by the end of Module 8A, at 9pm, on Dec. 4.

## Grievance Procedures

UIC is committed to the most fundamental principles of academic freedom, equality of opportunity, and human dignity involving students and employees. Freedom from discrimination is a foundation for all decision making at UIC. Students are encouraged to study the University's "[Nondiscrimination Statement](#)". Students are also urged to read the document "[Public Formal Grievance Procedures](#)". Information on these policies and procedures is available on the University web pages of the Office of Access and Equity: <http://oae.uic.edu/>.

## Course Policies

In addition to those below, other policies may be included, such as a policy regarding calculator usage on exams, penalties for late work, field work, rules for class discussion, etc.



## Attendance Policy

*Preparation* for class means reading the assigned readings & reviewing all information required for that section. *Attendance* in an online course means students are expected to log onto Blackboard at least biweekly to complete quizzes and discussion board posts, but you will likely need to log into Blackboard multiple times per week in order to *participate* in all of the activities that are posted in the course.

## Policy for Missed or Late Work

All written assignments are due by the last day of Module 8A at 9PM. Written assignments submitted late will be marked down as follows: For the Primary Source Analysis and Map Project, worth 10 points each, one point will be deducted for each day late. For the Analytical Essay, worth 24 points, two points will be deducted for each day late.

Quizzes and discussion boards must be completed by their due dates. Required posts to discussion boards must be completed by the due date in order to facilitate timely interaction. If you are unable to meet a discussion board or quiz due date, please contact me immediately. No late work will be accepted without written proof of hardship or incapacity (doctor's note, police report, etc.).

## Campus Network or Blackboard Outage

When access to Blackboard is not available for an extended period of time (greater than one entire evening - 6pm till 11pm) you can reasonably expect that the due date for assignments will be changed to the next day (assignment still due by midnight).

## Student Courtesy Policy

Students are expected to show respect and professional courtesy while interacting with the professor and classmates in discussion boards, email, phone, or in person.

## Academic Integrity Policy

Academic and professional honesty are essential values of research, learning, and scholarship. Therefore, instances of academic misconduct by students will be taken very seriously. Plagiarism (copying other people's work without attribution) will result in the assignment receiving a **zero**. Keep in mind that Safe Assignment will recognize most instances of plagiarism.

## Religious Holidays

Students who wish to observe their religious holidays shall notify the faculty member by the tenth day of the semester of the date when they will be absent unless the religious holiday is observed on or before the tenth day of the semester. In such cases, the student shall notify the faculty member at least five days in advance of the date when he/she will be absent. The faculty member shall make every reasonable effort to honor the request, not penalize the student for missing the class, and if an examination or project is due during the absence, give the student an exam or assignment equivalent to the one completed by those students in attendance. If the student feels aggrieved, he/she may request remedy through the campus grievance procedure.

<http://oae.uic.edu/religious-calendar/>

## Academic Deadlines

August 24: First day of Fall Semester

December 4: End of Fall Semester classes

## Disability Accommodation

The University of Illinois at Chicago is committed to maintaining a barrier-free environment so that on-ground and online students with disabilities can fully access programs, courses, services, and activities at UIC. Students with disabilities who require accommodations for access to and/or participation in this course are welcome, but must be registered with the Disability Resource Center (DRC). Please note that services take some time to put into place,

therefore, it is important that you call DRC as early as possible. You may contact DRC at 312-413-2183 (v) or 773-649-4535 (VP/Relay) and consult the following: <http://drc.uic.edu/guide-to-accommodations>.