



**Virtual Campus Fall 2008
School of Behavioral and Social Sciences**

Mission: Wayland Baptist University exists to educate students in an academically challenging, learning focused and distinctively Christian environment for professional success, lifelong learning and service to God and humankind.

HISTORY 3309 (20TH CENTURY WORLD)

FALL 2008

Semester: August 18 - November 1, 2008

Class online meeting times: communication via discussion board and messaging

Class location: Internet

Instructor: Dr. Estelle Owens

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DESCRIPTION OF THE COURSE: A survey of the political, economic, social and geographical developments in the world since 1900, concentrating on Europe, Africa, Asia, the United States, and Latin America. 3 hours lecture, 0 hours lab.

PREREQUISITE SKILLS AND KNOWLEDGE: An awareness of world events since 1900 and the ability to express oneself orally and in writing at the level expected of a college junior. Students taking this class must be at least sophomores. *Although students seeking the BSOE degree may be taking this course to satisfy the general education core requirement for history, it is nevertheless a junior level history class for which students receive advanced hours' credit. It is taught as a junior level history class and has course expectations and standards commensurate with an advanced history course.*

BSOE students who prefer to earn their general education history credit with a lower level course should drop this one and take HIST 1304 (World Civilization since 1500) or HIST 2302 (U.S. since 1877). **BA/BS degree seekers in this course should also be aware that this is an advanced history course which carries advanced credit and has advanced level expectations and requirements. For the BA/BS degrees, this course DOES NOT meet general education core requirements.**

NOTE FOR BSOE DEGREE SEEKERS: This course does NOT meet the requirement for the first half of history in the general education core. It can only be used to satisfy the second half of the requirement. If you already have credit for the second half of your core requirement (that is, you have credit for world civilization since 1500 or U.S. since 1877), you do not need this course. The first half of the history requirement can be met by world civilization to 1500 or U.S. to 1877. You can meet either half of the general education history requirement by taking history of American women, U.S. diplomatic history, Texas history, or the history of Russia). Not trying to run anybody off, but it comes as a nasty surprise to a student who meets all of the course requirements in this class and then finds that he needed the first half of history to fulfill the general education core—don't want anybody caught in that situation

GOALS OF THE COURSE: Successful completion of this course will enable students to

- describe world political, economic, social and military events from 1900-2000
- understand the causes and results of such major conflicts as World War I, World War II, and the Cold War
- analyze and understand the impact of such major philosophies as nationalism, communism, socialism, fascism, and religious fundamentalism
- describe the course of political developments in Europe, Africa, the Middle East, Asia, Latin America, and the United States in the 20th century
- understand the beliefs and describe the impact of Judaism, Islam, Hinduism, Buddhism, and Christianity on the peoples who practice them
- explain the economic and diplomatic interactions of nations in the 20th century

CONTENT OF THE COURSE: An outline of the material to be covered by this course is shown with the reading assignments. The course will stay with this schedule. The beginning and ending dates are firm.

REQUIREMENTS OF THE COURSE:

Computer/Internet access: Students MUST have access to a computer and to internet service to fulfill the requirements of this course. Term papers should be submitted via the digital drop box in the course site. My computer has the Microsoft Office suite but does not read Works or WordPerfect. Students using any Microsoft program other than Office 2003 need to save their term paper in rich text format, or I cannot read it. For technical requirements for your computer, see http://www.wbu.edu/academics/online_programs/work/tech.htm

Discussion board forum questions require every student to log onto the discussion board, answer the question, and respond to at least one other student's answer. Questions for the entire course are posted. Students can work ahead of the weekly schedule if they are prepared to do so. The questions require thoughtful analysis, but there is no one right answer to any of them. Students can answer these questions, even before they obtain a textbook, based on personal knowledge and the lecture materials that are provided in the lecture section of the course site and on the required CD. Being without a textbook for awhile is no reason not to participate. The questions are good practice for answering essay questions on the exams.

Active, on-time (or early) participation on the discussion board is 30% of the grade in this course. Each question will be available for three weeks for students to post historically accurate, thoughtful answers. After three weeks, the forum is no longer available and students who post responses after the deadline will not receive credit for that week. The discussion board is an excellent tool to help the class interact. Students should check it frequently to respond to their classmates and the instructor.

The students who are most actively involved on the discussion board are usually the ones who fare the best in this class because they are reading and thinking about the material the most.

Reading assignments in the textbook are shown with the content outline of the course. Online/CD lecture materials will parallel—but not duplicate or replace—the textbook. Reading the textbook alone will not be enough to handle the test questions; students must also absorb the lecture materials. The website for this textbook provides great links, practice exams, and map exercises that will be helpful. This site is NOT, however, an online version of the book. (www.mhhe.com/goff6) Practice exams are just that and will help students be sure they are absorbing the material in the textbook. This course does not use standardized tests, however; so the questions on the reading quizzes will be different from those on the textbook's practice link.

Online lecture materials and graphics appear under the “Lecture Notes” button on the Blackboard site for this course and on the PowerPoint CD that is required and is packaged with your textbook if you purchase it from Wayland’s bookstore. Lecture materials are grouped by week and include “check for understanding” questions that students may use as a study guide for test preparation. Students who have fared the best in this course are those who answer the questions, either in writing, aloud, or in their head, to be sure they understand. Students should ask questions via the message feature in the course site or on the discussion board about any material that is not clear.

Students who want a hard copy of the lecture materials should use the “printer friendly” version that appears each week in the “lectures” section of the course site. The PowerPoint presentations can also be printed off but will take many more pages because the pictures/maps/charts/diagrams take a lot of space. Students should study from the PowerPoint version—either on the Blackboard course site or from the CD—to get the full impact of the material but will also benefit from having a printed copy of the lecture narrative to review at odd moments. The CD loads much faster than the Blackboard version because the graphics portion of the material is so big, relatively speaking. Students who did not purchase the textbook from the Wayland bookstore can secure a copy of the CD by mailing a check for \$2.50 (covers cost of the CD + postage) to me at my Wayland address.

Reading quizzes will be given online as the schedule indicates. The quizzes have a combination of objective questions (multiple choice, true-false, fill-in-the-blank, for example) as well as one essay question. The quizzes should take about 30-45 minutes to complete, but students will be allowed one hour because some people type faster than others. The Blackboard program provides an elapsed time clock that appears on the bottom of the computer screen at the left-hand corner, and a one-minute warning will pop up on the screen. On or before that hour has expired, students must submit the quiz in order to stop the timer. Exceeding the time by more than five minutes will mean lost points on the essay question. That will very rapidly become a situation of diminishing returns, so students should budget their time carefully. Students should proofread their essay answers to be sure they have corrected misspelled/missing words and that what they have written is indeed what they wanted to say. There is no benefit in rushing through these quizzes; take all the time that is allotted to proofread and check your work.

Quizzes will be available for two weeks. ALL students must take the quizzes during those two-week periods or notify the instructor of their inability to do so because of TDY orders or some family, health, or job emergency. Students will access the quizzes via the assignments board where a link will appear and read something like “to begin taking quiz 1, click here”.

Students should not begin a quiz if they do not have a minimum of one hour they can devote to it. Students who have a dial-up connection should warn their family members to stay off the phone; that obviously interrupts the browser and causes an incomplete quiz to be submitted automatically. The only way to “fix” it if such a thing happens—or if students experience a browser or server failure—is to email or phone the instructor for an override and the chance to start over on that quiz. Such things can and have occurred in this class; the wise person will not wait until the last day at 11:00 p.m. to begin taking a quiz.

The quizzes are open book/open note but are not “phone a friend”, “call a classmate, “summon a spouse.”

Students must do their own work in order to avoid academic dishonesty. I’m confident students’ sense of honor will prevail. The other students in the class are good people, but no one is entitled to an advanced copy of a quiz, to know what the questions are, or to receive any outside help except prayer. Students must have prepared in advance for these quizzes by reading and studying the lecture notes and the textbook. There is not enough time to look up many answers and still do a good job on the essay question. The objective and essay questions are mostly application in nature rather than simply recall, and they require students to understand the material in order

to apply it. The eleven quizzes (+ the student information survey and the scavenger hunt which count as quizzes) will comprise 40% of students' grade in the course.

Written assignments other than quizzes and the discussion board consist of one analytical, eight-page term paper. [The term paper is due no later than midnight Central Standard Time, Monday, October 6.](#) The analytical term paper comprises 30% of the course grade. Details of this assignment are given in the assignments section of the course site. Students should notify the instructor when they have selected a topic from the approved list and should pay especially close attention to the 'tips for scholarly writing' page on the assignments section of the course site. Term papers must be submitted via the "safe assignment" feature first; it shows exactly what material has been copied directly from another source and gives students the opportunity to repair any plagiarized sections before submitting the paper to be graded through the digital drop box. [Any student who wants a 'free read' of the paper's content may submit it \(or a rough draft\) by Wednesday, September 24, and I will make comments and suggestions on content.](#) No grammatical or usage errors will be corrected in this "free read". With 25 students in this class, there just isn't time to do that and get the papers back to students in time for them to make corrections and re-submit by the deadline. It is the student's responsibility to correct grammatical errors, based on the 'tips for scholarly writing' sheet. There is no other built-in chance for a re-do on this paper. Students who do not avail themselves of the "free read" opportunity must be especially careful to avoid plagiarism and to clean up any grammatical or spelling errors before submitting the paper for grading.

EVALUATION OF STUDENT PERFORMANCE: The University has adopted a standard grading system as follows: "A" (90-100, meaning that the student has exceeded standards in an exceptional fashion), "B" (80-89; the student has done good work that is above average at the university level), "C" (70-79; the student has done the average work expected of an undergraduate), "D" (60-69; the student has met minimum college level standards), "F" (below 59; the student has failed to meet minimum college-level standards), "I" (incomplete), "W" (withdrew before the deadline and is given no grade), "WP/WF" (the student withdrew after the deadline for receiving just a "W" and was awarded a "withdrew passing" or "withdrew failing" mark). A grade of "incomplete" is changed if the deficiency is made up by the end of the next regular semester; otherwise, it becomes "F". This grade is given only if circumstances beyond a student's control prevented completion of the work during the semester and attendance requirements have been met.

COMPUTATION OF THE FINAL GRADE: The final grade for the course will be determined by averaging the reading quizzes (40%), the term paper (30%), and on-time discussion board participation (30%).

TEXTBOOK AND WEBSITE: THE TWENTIETH CENTURY: A BRIEF GLOBAL HISTORY, 7th edition, by Richard Goff, et. al. and its related website (www.mhhe.com/goff6) are excellent sources of information and help. Using the website, reading the textbook, and studying the lecture material and graphics (either in CD form or in the course site itself) will yield an excellent base of knowledge on the 20th century world. Students may use the 6th edition if that one is easier to find; the changes from one edition to the next aren't that significant.

ACADEMIC DISHONESTY: Plagiarism or cheating on a quiz that can be proved will result in the student's receiving a zero on that assignment with no opportunity to make it up. The message is DON'T DO IT. It isn't worth the risk. You may get away with it because Don't catch it; that won't make you any less a liar and a thief.

These dire warnings aside, I have confidence that enlightened self-interest and your sense of ethics and morality will prevent any dishonest actions in this course.

INSTRUCTOR AVAILABILITY: Please contact me about **any** problems with the course or with locating material for your paper. I covet the opportunity to try to be of assistance. I have voice mail, so you can leave a message if I'm not at my desk when you call. I am in my office many hours each week; so, if you need to reach me by phone, don't assume I'm not here just because the hour may be strange. I check the message board on the course site very frequently, so that may be the easiest way to reach me—and it's free. We do experience email problems from time to time as all servers do. If you send me a message and do not hear back from me within 24 hours (except on weekends or as otherwise notified by an announcement), then please re-send the message. **I ANSWER ALL MESSAGES THAT I RECEIVE.** Please activate your Wayland.wbu.edu email account just as quickly as you can. That's the email address that Blackboard has and the one on which you will receive information from me and from the university. If you do not receive individualized responses from me on your quizzes and you know they have been graded, there may be something wrong with your email address and my messages are bouncing back. I will post an announcement asking you to contact me if my messages are returned. Please use the "message" feature in Blackboard to contact me—or type in my email address if you choose to use email instead. **The email feature in Blackboard does not always work properly.** It looks as if it does, your message does not bounce back to you, and you will wonder why you haven't heard from me. The answer is: I never received your message.

My office hours when I can most likely be reached by phone (Central time) are as follows:

Monday	9:30-12:00; 1:30-3:00; 5:30-6:30
Tuesday	11:00-12:00
Wednesday	9:30-11:00, 1:30-3:00
Thursday	11:00-12:00
Friday	By appointment

I take calls from students on my home phone as well, if I know who is calling. If you have caller-ID block, you will never be able to reach me at home unless you sit through the recording on my answering machine and identify yourself first. If you have an emergency situation arise, feel free to call me at home at any hour of the day or night.

STUDENTS WITH DISABILITIES

It is university policy that no otherwise qualified disabled person be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. Please contact me if you have a documented learning or other disability that will require extra time to complete the quizzes—or if there is anything you believe I should know that would help you learn better.

COURSE SCHEDULE

Dates	Assignment
Week 1: August 18-24	Study chapters 1, 2, 3 and lecture materials for quiz 1 Reading Quiz 1 and discussion board for week one available
Week 2: August 25-31	Study chapters 4, 5, 6 and lecture materials for quiz 2 Reading Quizzes 1 and 2 and discussion board for weeks one and two available
Week 3: September 1 September 7	Study chapters 7, 8 and lecture materials for quiz 3 Reading Quizzes 1, 2 and 3 and discussion board for weeks one, two, and three available Quiz 1 and discussion board for week one time out at midnight Central time September 7
Week 4: September 8 September 14	Study chapters 10, 11, 9 and lecture materials for quiz 4 Reading Quizzes 2, 3, and 4 and discussion board for weeks two, three and four available Quiz 2 and discussion board for week two time out at midnight Central time September 14
Week 5: September 15- September 21	Study chapters 12, 13, 14, 15 and lecture materials for quiz 5 Reading Quizzes 3, 4 and 5 and discussion board for weeks three, four, and five available Quiz 3 and discussion board for week three time out at midnight Central time September 21
Week 6: September 22September 28	Study chapters 16, 17, 18 and lecture materials for quiz 6 Reading Quizzes 4, 5, and 6 and discussion board for weeks four, five, and six available Quiz 4 and discussion board for week four time out at midnight Central time September 30 September 24—deadline for “free read” of term paper
Week 7: September 29 October 5	Study chapters 19, 20, 21 and lecture materials for quiz 7 Reading Quizzes 5, 6, and 7 and discussion board for weeks five, six, and seven available Quiz 5 and discussion board for week five time out at midnight Central time October 5
Week 8: October 6-October 12	Study chapters 22, 23 and lecture materials for quiz 8 Reading Quizzes 6, 7 and 8 and discussion board for weeks six, seven, and eight available Quiz 6 and discussion board for week six time out at midnight Central time October 14 October 7—last day to drop with a “W” October 6--Term paper due midnight
Week 9: October 13 October 19	Study chapters 24, 25, 27 and lecture materials for quiz 9 Reading Quizzes 7, 8, 9, and 10 and discussion board for weeks seven, eight, nine, and ten available Quiz 7 and discussion board for week seven time out at midnight Central time October 19
Week 10: October 20October 26	Study chapters 28, 29, 30, 34 and lecture materials for quiz 10 Reading Quizzes 8, 9, 10, and 11; discussion board for weeks eight, nine, ten, and eleven available Quiz 8 and discussion board for week eight time out at midnight Central time October 28 October 20: last day to drop with WP/WF
Week 11: October 27 November 1	Study chapters 26, 31, 32-33 and lecture materials for quiz 11 Reading quizzes 9, 10, 11 and discussion board for weeks 9, 10, and 11available All quizzes and discussion boards time out at midnight Central time, Saturday, November 1

A FINAL WORD—OR TWO

It is important for students to know that courses offered through the virtual campus are not academically easier than face-to-face classes; they're just in a more convenient format. Online students can go to "class" in their jammies at 3:00 a.m. or with uncombed hair and no make-up if they choose to do so. Our accrediting agency requires that courses on all of our campuses meet the same rigorous standards as if we were offering them face-to-face in a Plainview classroom. The VC courses are no exception to that requirement.

Online courses require enormous self-discipline and ability to plan on the student's part. They are not less time-consuming than "live" courses and may actually take more time. Students who lack these character traits or who just don't want to do this much work on their own should not take this class online. Students who are auditory learners should not take this class this way; they really do need the face-to-face, "live" course in order to learn well. There are other ways to meet the history requirement for your degree than by taking an online course.

Just so you have advanced warning, my students have recently described me in the following ways:

"She is like a poodle on speed." It's true.

"To say the least, Dr. Owens is unique. Don't be deceived, though; her class is tough, but her enthusiasm and interest in this class are so attractive. I love how she sincerely cares for her students, yet she can love you to death while giving you an F if you deserve it." This, too, is true. It does not happen often, but students have failed this course. They had to work very hard to do so, but they succeeded. It does not happen for every student, but some have also made an A in this course.

If you do your part, and I do my part, we can have a wonderful semester as we study the 20th century world together. Let the learning begin.