**COURSE DESCRIPTION** An examination of the global significance of critical political, social, cultural, economic, and international trends and issues since the fall of Communism.

Credits: 3; CRN 20228; Course is 100% online

**INSTRUCTOR** Dr. Carol L. White; Office: Arts & Sciences Building, G-105D; Phone: (678) 466-4863; Email: CarolWhite@clayton.edu; Office Hours: Tues and Thurs 11:30 AM–2:00 PM, Tues only 5:00 PM–6:00 PM or by appt. [Note: Students are welcome during traditional office hours. But since the class is online, email is always an acceptable substitute. Please keep in mind that responses to emails may take up to 24 hours.]

**TEXT AND OTHER RESOURCES**

The following books are required and available for purchase at the bookstore. Students are encouraged to use PriceLoch.com to comparison shop for textbooks. (If not purchasing at the bookstore, please check the ISBN numbers carefully. Some of the books are revised editions.)


**COURSE OBJECTIVES AND/OR LEARNING OUTCOMES**

This course will focus on contemporary world history. Specifically, the class will address four major themes: the developing world, failed states, human rights and the environment. The objectives for the course are:

* To explore contemporary world history from multiple perspectives, including economic, political, social and cultural history
* To develop critical reading skills
* To evaluate contemporary nonfiction, news and documentary sources
* To develop effective writing and discussion skills

This class supports the following program outcomes for the B.A. in history degree at Clayton State:

* Identify and describe basic chronologies of U.S. and world history
* Identify and critically evaluate primary and secondary historical sources
* Identify and evaluate conflicting historical interpretations of events and personalities
* Write in a clear, analytical, and organized manner, demonstrating appropriate professional documentation methods

The Clayton State University Core Curriculum outcomes (see Area D) are located on pages 107 and 108 of the Academic Catalog and Student Handbook.

COURSE REQUIREMENTS AND GRADING

This course is divided into six modules. You are expected to actively participate in all aspects of the course, which includes the completion of assigned readings, papers, tests or quizzes, and participation in online discussions. Modules run according to the schedule provided with 11:59 PM Eastern Standard Time as the deadline for making discussion posts and completing assignments. All assignments must be turned in by this deadline; late work is typically not accepted. It is suggested that at the beginning of each module that you browse through all the content to get a feel for what is expected and to help you plan your time wisely. Please note that due to no-show reporting, the deadline for the first discussion is 8:59 PM EST.

Lecture

Short (approximately 10 minutes) recorded lectures are included in each module. Students are encouraged to watch the lectures as soon as possible for each module because they generally provide important background information for the material in the module. Students will be tested on the material covered in lecture, so they are strongly encouraged to take separate notes as they watch the lectures in order to help them retain the information. (Of particular importance are the key terms provided in each lecture.)

Reading, Discussion and Quizzes

For modules three through six, students will be expected to read one book per module, roughly 150 pages a week. Students will participate in online discussions based on assigned readings. (The discussions for modules one and two are on shorter assignments.) For these discussions, students will be divided into groups. The groups will change with each module. A grading rubric is provided on Desire2Learn. In addition to online discussions, the professor reserves the right to add quizzes.

With the exception of the first discussion, which closes at 8:59 PM EST, discussions must be completed by 11:59 PM EST on the last day of the respective module. Each discussion will be worth 10 points.

Short Essays

For modules three through six, there will be an essay assignment on each book. The prompts for each essay are:

1. **Behind the Beautiful Forevers**
Discuss the role of corruption in the lives of the people of Annawadi. Using the examples provided by Boo, identify the reasons for such corruption. In what ways does this corruption make the lives of the residents worse? In what ways does this corruption improve their lives? (You must identify at least one way in which corruption improves lives.)

2. *Nothing to Envy*
Demick chose to interview defectors from Chongjin in order to get “a picture of real life in the Democratic People’s Republic of Korea” (xi). Using examples from the book, evaluate her decision to focus on this set of defectors. How does her focus on their experiences help the reader better understand the situation in North Korea? In what ways does the decision to focus exclusively on these defectors limit the reader’s understanding of North Korea? (You must identify at least one way in which Demick’s focus inhibits understanding.)

3. *Disposable People*
In his preface to the 2012 edition, Bales mentions that he regrets using the terms ‘new slavery’ and ‘old slavery.’ Using the cases that Bales provides in his book, identify the ways in which these terms are useful. In what ways do these terms limit our understanding of contemporary slavery? (You must identify at least one disadvantage to these terms.)

4. *Sustainability*
In his conclusion, Caradonna argues that the contemporary sustainability movement is “a modernized revival of past wisdom” (254). Choose one idea or characteristic of the contemporary sustainability movement (late 1970s to the present) and show how this idea or characteristic has its origins in the past. In other words, how did “past wisdom” influence the development of this contemporary idea or characteristic?

Essays should be two to three, double-spaced pages. Please use standard margins (one inch) and font size (twelve points). Your source (the book that you are writing the essay about) should be cited, including in-text citations and a bibliography. You may use APA, MLA or the *Chicago Manual of Style*.

Posted in the Dropbox folder for each essay is a writing guide that identifies and explains common mistakes made by students in their papers. You should consult the writing guide when composing and editing your paper. Returned papers will include annotations that reference the writing guide. In general, students should not use the first person (I, me, we, us) or second person (you) in their essay responses. Also posted on Desire2Learn is a grading rubric for the papers.

For your essay, in addition to the book, you may reference lecture material (which need not be cited). However, you are not permitted to consult any additional sources. Doing so will result in an automatic zero on the assignment. Papers will be submitted to turnitin.com to check for plagiarism.

Please also note that the paper will be expected to demonstrate that the student has read the book entirely. As such, students should cite specific examples from the book that address the essay topic.
Papers should be submitted via the Dropbox section of Desire2Learn. Unless previous permission has been arranged, papers emailed directly to the professor will not be accepted. Late papers are accepted at the discretion of the professor, usually in the case of illness or emergency. In such cases, the professor may require documentation. Each paper is worth 25 points.

Exams

There will be three short exams according to the schedule below. Exam questions will be multiple choice, matching or true/false. Exam one covers modules 1-2; the second exam covers modules 3-4; and the third exam covers modules 5-6. Exams will be based exclusively on the lectures.

Exams will be available on Desire2Learn for 24 hours according to the schedule below. Students will have 40 minutes to complete the exams once they begin. Additional information will be provided before the first exam.

Students are allowed to consult their notes. Students may not, however, consult any additional sources, including the Internet. Students also should not collaborate while taking exams. Doing either of these things will result in a zero on the exam and disciplinary action via the Office of Student Conduct/Community Standards.

In most cases, exams cannot be rescheduled. Rescheduling is permitted only under extreme circumstances and requires the consent of the professor. You should make all necessary arrangements immediately to be available at the scheduled time. (See the schedule below.) Make-up exams are permitted solely at the discretion of the professor, typically in cases of illness or emergencies. In such cases, documentation may be required. Each exam is worth 25 points.

Final Project

In lieu of a final exam, students will complete a final project, the goal of which is to reflect on the material presented in class and its relevance to today. Students will develop a project that discusses one of the topics covered in our class and identifies its significance. There is no required format for the final project. Additional instructions for the final project will be covered in Module One. The final project is worth 35 points.

Extra Credit

The professor has set up a special discussion board where she will post links to news articles relating to topics discussed in our class. Students can earn up to ten points on their final grade by commenting on the news articles. This extra credit will be available until the end of the semester.

Other extra credit opportunities may also be given. However, all extra credit opportunities will be given to the entire class. No student should ask for or expect to receive individual extra credit. Extra credit cannot be made up under any circumstances.
The grading system is as follows:

Exams (3 at 25 points)  75
Discussion (6 at 10 points)  60
Short Essays (4 at 25 points)  100
Final Project  35
TOTAL  270

A = 243-270  D = 162-188
B = 216-242  F = 0-161
C = 189-215

In most cases, grades and the professor’s comments will be provided through Desire2Learn, typically one week after the completion of a module.

MID-TERM PROGRESS REPORT

The mid-term grade in this course, which will be issued on Tuesday, March 1, reflects approximately 30% of your grade. Based on this grade, students may choose to withdraw from the course and receive a grade of “W.” Students pursuing this option must fill out an official withdrawal form, available in the Office of the Registrar, by mid-term, which occurs on Friday, March 4. For more information, see http://www.clayton.edu/registrar/withdrawal.

CONTENT WARNING

This course covers a number of potentially disturbing topics. They include, but are not limited to, extreme poverty, suicide, rape, physical abuse, starvation and enslavement. Students concerned about the content of the course should speak with the professor BEFORE THE END OF ADD/DROP (Thursday, Jan 14). Please note that, in most cases, alternate assignments cannot be offered.

DESIRE2LEARN

On-line activity will take place in Desire2Learn, the virtual classroom for the course. You can gain access to Desire2Learn, by signing on to the SWAN portal and selecting: D2L on the top right side. If you experience any difficulties in Desire2Learn, please email or call The HUB at TheHub@mail.clayton.edu or (678) 466-HELP. You will need to provide the date and time of the problem, your SWAN username, the name of the course that you are attempting to access, and your instructor’s name.

COMPUTING REQUIREMENTS AND RESPONSIBILITIES

You are required to have ready access throughout the semester to a notebook computer that meets faculty-approved hardware and software requirements for your academic program. For further information on CSU’s Official Notebook Computer Policy, please go to
Please note that smart phones do not fulfill this requirement and are not supported by Desire2Learn.

Specific requirements for this course include:

- Able to use the Windows™ operating system
- Able to use Microsoft Word™ and PowerPoint™
- Able to send and receive e-mail using the Clayton State University e-mail system using Outlook™.
- Able to attach and retrieve attached files via email
- The ability to use Desire2Learn and associated tools, including discussion boards, chat rooms, online testing and dropbox submission features
- Able to use a Web browser
- Able to use Adobe Reader®
- The ability to demonstrate netiquette (appropriate online conduct)

The following software is required in order to view course content and to participate in planned course activities. If you do not have this software currently loaded on your computer or are unsure, you can download the software for free by clicking on the following links:

Adobe Reader
Flash Player

INTERNET POLICY

Students are generally discouraged from augmenting the course material through Internet sources. Many of the topics in our course are controversial, and websites are often biased. If students would like to conduct additional research, a list of reliable online resources is provided in Module One. Please remember that you may NOT consult any additional sources when completing exams or essay assignments.

ATTENDANCE POLICY

University policy states that students are expected to attend and participate in every class meeting. Instructors establish specific policies relating to absences in their courses and communicate these policies to the students through the course syllabi. Individual instructors, based upon the nature of the course, determine what effect excused and unexcused absences have in determining grades and upon students’ ability to remain enrolled in their courses. The university reserves the right to determine that excessive absences, whether justified or not, are sufficient cause for institutional withdrawals or failing grades. **You are expected to visit our Desire2Learn site regularly. If there is no record of participation in online activities, it will be considered an absence from the course.**
CONDUCT EXPECTATIONS

Students must abide by policies in the Clayton State University Student Handbook, and the Basic Undergraduate Student Responsibilities. The Student Handbook is part of the Academic Catalog and Student Handbook, which begins on page 6.

According to the Student Code of Conduct (available in the Student Handbook), “No student will represent the work of others as his or her own. Themes, essays, term papers, tests, presentations and other similar assignments must be the work of the student submitting them. When direct quotations are used, they must be indicated and when the ideas of another are incorporated, they must be appropriately cited.” In other words, whenever a student uses the words or ideas of others, the student must explicitly acknowledge the source. This rule is applicable to Internet sources, as well as traditional published sources.

Students should be aware that academic honesty is one the highest priorities of any academic environment. You should familiarize yourself with the university’s policies on academic integrity and honesty, which are available in the handbook. All instances of academic dishonesty will result in a zero for the assignment and will be reported to the Community Standards for disciplinary action. Judicial procedures are described beginning on page 19 in the section of the Academic Catalog and Student Handbook titled, Procedures for Adjudicating Alleged Academic Conduct Infractions.

PLAGIARISM DETECTION SOFTWARE

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. You should submit your papers in such a way that no identifying information about you is included.

ONLINE ETIQUETTE (NETIQUETTE)

Discussion, chat, and e-mail spaces within this course are for class purposes only, unless otherwise stated. Please remember to conduct yourself collegially and professionally. Unlike in the classroom setting, what you say in the online environment is documented and not easily erased or forgotten.

The following guidelines apply:

- Avoid using ALL CAPS, sarcasm, and language that could come across as strong or offensive.
- Use proper punctuation, grammar and be sure to edit your contribution before posting.
- Read all postings before posting your responses to discussion topics so as to not unnecessarily repeat information.
- Focus on one topic at a time when chatting or posting to discussions.
• Remember that unlike in face-to-face learning environments what you say in discussions and chats is documented and available to be revisited. Choose your words and discussion topics carefully.
• E-mail messages, especially those to the professor, should be crafted with the same care as discussion comments.
• E-mail should only be used for messages pertaining to the course. Please refrain from sending forwards, jokes, etc. within e-mail.

**DISRUPTION OF THE LEARNING ENVIRONMENT**

Behavior which disrupts the teaching–learning process during class activities will not be tolerated. While a variety of behaviors can be disruptive in a classroom setting, more serious examples include belligerent, abusive, profane, and/or threatening behavior. A student who fails to respond to reasonable faculty direction regarding classroom behavior and/or behavior while participating in classroom activities may be dismissed from class. A student who is dismissed is entitled to due process and will be afforded such rights as soon as possible following dismissal. If found in violation, a student may be administratively withdrawn and may receive a grade of WF. These rules are applicable to the online environment, as well as the in-person classroom.

More detailed descriptions of examples of disruptive behavior are provided in the Clayton State University Academic Catalog and Student Handbook starting on page 14.

To obtain this document in an alternative format and request accommodations, please contact the Disability Services Coordinator, 770-961-3719, disabilityservices@mail.clayton.edu.

**CLASS SCHEDULE**

**Module One (11 Jan to 21 Jan): Start Here**
Watch: Welcome to Class; Essays; Final Project; Navigating D2L
Lectures: Nationalism; Globalization; Decolonization
Watch and Discuss: Globalization (If you have not posted a discussion comment by Thurs, Jan 21 at 8:59 PM EST, you will be reported as a no-show.)

**Module Two (22 Jan to 7 Feb): The Cold War**
Lectures: The Cold War (2 parts); Proxy Wars; Collapse of Communism
Read and Discuss: Selections from the Communist Manifesto and Wealth of Nations and “Open Letter to Mikhail Gorbachev” (on Desire2Learn) (due 7 Feb at 11:59 PM EST)

**FIRST EXAM** (Mon, Feb 8 – Exam available from 12:01 AM to 11:59 PM EST)

**Module Three (11 Feb to 25 Feb): Developing World**
Lectures: India (2 parts); Colonial Legacies; Poverty; HIV/AIDS; Latin America
Essay: Behind the Beautiful Forevers (due 20 Feb at 11:59 PM EST)
Read and Discuss: Behind the Beautiful Forevers (due 25 Feb at 11:59 PM EST)
Module Four (26 Feb to 20 Mar): Failed States
Lectures: North Korea (2 parts); Failed States; Afghanistan (2 parts); Haiti
Essay: Nothing to Envy (due 15 Mar at 11:59 PM EST)
Read and Discuss: Nothing to Envy (due 20 Mar at 11:59 PM EST)
[Please note that Spring Break occurs in the middle of Module Four. Students are welcome to do class work during Spring Break, but it is not required.]

SECOND EXAM (Mon, Mar 21 – Exam available from 12:01 AM to 11:59 PM EST)

Module Five (22 Mar to 7 Apr): Human Rights
Lectures: Human Rights; Human Rights and Globalization; Child Soldiers; Child Migration; Women’s Rights
Essay: Disposable People (due 2 Apr at 11:59 PM EST)
Read and Discuss: Disposable People (due 7 Apr at 11:59 PM EST)

Module Six (8 Apr to 24 Apr): The Environment
Lectures: Climate Change; The Ozone Layer; Paris Heat Wave of 2003; Deforestation
Essay: Sustainability (due 19 Apr at 11:59 PM EST)
Read and Discuss: Sustainability (due 24 Apr at 11:59 PM EST)

THIRD EXAM (Mon, Apr 25 – Exam available from 12:01 AM to 11:59 PM EST)

FINAL PROJECT: Mon, May 2 by 11:59 PM EST

Due Dates:
Module One: Thursday, Jan 21 (at 8:59 PM EST)
Module Two: Sunday, Feb 7
First Exam: Monday, Feb 8
Behind the Beautiful Forevers Essay: Saturday, Feb 20
Module Three: Thursday, Feb 25
Last Day to Withdraw: Friday, Mar 4
Nothing to Envy Essay: Tuesday, Mar 15
Module Four: Sunday, Mar 20
Second Exam: Monday, Mar 21
Disposable People Essay: Saturday, Apr 2
Module Five: Thursday, Apr 7
Sustainability Essay: Tuesday, Apr 19
Module Six: Sunday, Apr 24
Third Exam: Monday, Apr 25
Final Project: Monday, May 2

The course syllabus provides a general plan for the course; deviations may be necessary.