HIST 108: Science & Technology in World History
Carolina Core Designated: GHS and VSR
Winter Term, 2021
Online Course

Instructor Contact Details

Dr. Allison Marsh
E-mail: marsha@mailbox.sc.edu
Office: Gambrell 210 (but will not be in regularly during the term)
Office Hours: By appointment via Teams, Zoom, Google Meet, or phone

Academic Bulletin Description

HIST 108 is a general survey of developments of science and technology in world civilizations from antiquity to the present, emphasizing the ways in which social and personal values and ethics were shaped—and were shaped by—those developments.

Full Course Description

The study of history at the college level is quite different from studying history in high school. Instead of only learning names, dates, and events in a timeline (although you do need to know content!), college students study and analyze different types of source materials to interpret the past. Events should always be seen from multiple perspectives. In the history of science this requires that past ways of understanding nature be taken seriously as functional knowledge that supported societies, rather than as simply wrong or interpretations we no longer believe. Successful students learn to construct arguments and defend them by marshaling a variety of supporting evidence. Studying history develops critical thinking skills and creates informed citizens.

Prerequisites

There are no prerequsistes for this course. If you discover that you enjoy the history of science and technology and are looking for an upper division course, check out the following that may be of interest:

- HIST 314: Video Games and History
- HIST 389: Science, Magic and Religion
- HIST 390: Engineering in History
- HIST 391: Information Technology: Past and Present
- HIST 392: Making Modern Science: The Physical Sciences
- HIST 393: Making Modern Science: The Life Sciences
- HIST 451: The History of American Medicine

- HIST 452: The History of Science in America
- HIST 453: Technology and American Society

Learning Outcomes

After successful completion of this course, you will be able to:
1. Demonstrate knowledge of the principles of historical thinking to understand human societies, specifically through examining the history of the global development of science and technology from antiquity to the contemporary era.
2. Define and summarize major events, developments, and themes of the history of science and technology from antiquity to the contemporary era.
3. Evaluate significant themes, issues, or eras in the history of science and technology from antiquity to the contemporary era.
4. Demonstrate basic skills in the comprehension and analysis of selected sources and their relevance in the context of historical knowledge.
5. Recognize the differences between original historical source material (primary sources) and later scholarly interpretations of those sources (secondary sources).
6. Develop interpretive historical arguments drawing on primary and/or secondary sources.
7. Identify the sources and functions of values that guide human practices in science and technology.
8. Demonstrate an understanding of the importance of ethics, values and social responsibility in science and technology for individuals and for societies through the history of science and technology.
9. Reflect on how values shape personal and community ethics and decision-making in the context of science and technology.
10. Reflect on personal time management strengths and weaknesses.

Note that these Learning Outcomes exactly match the LOs for the Face to Face version of this course. This course meets the Carolina Core requirements for Global Historical Thinking (GHS) and Values, Ethics, and Social Responsibility (VSR).

Course Materials

All required course materials will be posted within Bb. All course materials comply with copyright/fair use policies.

Additionally, James E. McClellan and Harold Dorn's *Science and Technology in World History* (Baltimore: Johns Hopkins University Press, 2015) is a companion textbook that is highly recommended.

Course Requirements

Course Format

This is a fully online course. Online classes are not easier than face-to-face lecture classes. Regular Internet access is essential for successful completion of the course.

The typical class structure will consist of learning modules, which include:
- Videos
- Readings
- Online Discussions

This is an entirely Web-based course. We have no face-to-face class meetings, and you will complete your work asynchronously - which simply means that you will be working on it at different times than your colleagues. You can log into the class to do your work at whatever time is convenient for you as long as you are meeting class deadlines.

It is important to understand that this is not a self-paced class or an independent study. You will have assigned deadlines, and work must be submitted on time. You may not save up your assignments to complete in the last weeks or days of the semester. One critical part of this class is regular interaction with other students and with me, your instructor. Each assignment sequence must be completed on schedule – you can't work ahead or get behind and be successful.

Course Communication

I will be communicating with you regarding grades and assignments. If you need to get in touch with me, the best method is via email. Generally, I will reply to emails within one business day and will provide feedback on assignments within 72 hours.

You may also post general questions pertaining to the course, assignments, or readings on the HIST 108 Q&A Forum, an open Blackboard Discussion Board. These questions will be answered within one business day. Do not post personal questions (such as about your grade) on the HIST 108 Q&A Forum. Always consult the HIST 108 Q&A Forum first before emailing the professor.

If you are having trouble with this course or its material, you should contact me via email to set up an appointment to discuss your challenges.

Announcements will be posted to this course whenever necessary. If there is any other information I think is important, I will send it to your email address you have in Blackboard. It is your responsibility to ensure that your email account works properly in order to receive email.

Below is how you check your email address in Blackboard:
- Access blackboard.sc.edu
- Click your name on the main Blackboard navigation panel on the left
- Review your email address. By default, Blackboard uses your university-issued email address

Your email address in Blackboard coincides with your preferred university email. If you are unsure of your preferred email, check your account (myaccount.sc.edu). For more information on setting your preferred university email, please see the How To Change Your Primary University Email Address (https://scprod.service-now.com/sp?id=kb_article_view&sysparm_article=KB0011464) Knowledge Base article.

Module Schedule

All course deadlines are listed in Eastern Time Zone. Blackboard will record all deadlines in this timezone. If you are in a different timezone, plan accordingly.

In order to complete all of the module assignments, you will spend about 35 hours per week on the course material for a total of approximately 105 hours of course-related activities using Blackboard, discussion boards, and reading and reflecting on the texts.

You must complete Modules 1-3 by noon on January 4.
You must complete Modules 4-5 by noon on January 11.
You must complete Modules 6-7 by noon on January 17.

Technology Requirements

To participate in learning activities and complete assignments, you will need:
- Access to a working computer that has a current operating system with updates installed, plus speakers or headphones to hear lecture presentations (transcripts or captioning provided);
- Reliable Internet access and a USC email account;
- A current Internet browser that is compatible with Blackboard (Google Chrome is the recommended browser for Blackboard);
- Microsoft Word as your word processing program; and
- Reliable data storage for your work, such as a USB drive or Office365 OneDrive cloud storage.

If your computer does not have Microsoft Word, Office 365 ProPlus package is available to you free of charge and allows you to install Word, Excel, PowerPoint, Outlook, OneNote, Publisher, and Access on up to 5 PCs or Macs and Office apps on other mobile devices including tablets. Office 365 also includes unlimited cloud storage on OneDrive. To download Office 365 ProPlus, log into your student (University) email through a web browser, choose Settings (top right corner), and select software. If you

have further questions or need help with the software, please contact the [Service Desk (https://www.sc.edu/about/offices_and_divisions/university_technology_services/support/servicedesk.php)](https://www.sc.edu/about/offices_and_divisions/university_technology_services/support/servicedesk.php).

Minimum Technical Skills Needed

Minimum technical skills are needed in this course. All work in this course must be completed and submitted online through Blackboard. Therefore, you must have consistent and reliable access to a computer and the Internet. The minimum technical skills you have include the ability to:

- Organize and save electronic files;
- Use USC email and attached files;
- Check email and Blackboard daily;
- Download and upload documents;
- Locate information with a browser; and
- Use Blackboard.

Technical Support

If you have problems with your computer, technology, IT-related questions, support, including Blackboard, please contact the Division of Information Technology (DoIT) Service Desk at (803) 777-1800 or submit an online request through the [Self-Service Portal (https://scprod.service-now.com/sp)](https://scprod.service-now.com/sp) or visit the [Carolina Tech Zone (https://www.sc.edu/about/offices_and_divisions/university_technology_services/support/ctz.php)](https://www.sc.edu/about/offices_and_divisions/university_technology_services/support/ctz.php). The Service Desk is open Monday – Friday from 8:00 AM – 6:00 PM (Eastern Daylight Time). If you are located in the Columbia, SC area, the Thomas Cooper Library at USC has computers for you to use in case you encounter computer issues/problems. If you are not located in the Columbia, SC area, most regional campuses and public libraries have computers for public use.

Remember that Bb and wifi are notoriously finicky. "Bb wasn't working" or "My internet was out" is not an acceptable excuse for turning in assignments on time unless there are widespread reported outages. It is your responsibility to make sure you have sufficient technical infrastructure to succeed in this class.

Course Assignments and Grading

The graded assignments for this course consist of 3 Journal Entries, 3 Writing Assignments, and approximately 35 Discussion Boards (both posts and responses). General information about each assignment type is listed below. Specific information about each assignment, including how the writing assignments correspond to the course Learning Outcomes, is available under the Assignments link in Bb.

General Assignment Information

- All coursework (assignments, discussions, etc.) is secured in Blackboard with a username and password.
- All assignments are due by the time and day indicated on the deadlines tab.
- Any assignment turned in as a .pages file will not be graded and will get an automatic 0.

Executive Summary

Read through the Getting Started, Course Syllabus, and Deadlines tabs and familiarize yourself with the Course Modules and Assignments. Write a 1-page executive summary of the syllabus. There is so much information online that this assignment is simply designed for you to pick out the important information to help you succeed in this class.

Things to think about: what are the course rules, deadlines, expectations?

Discussion Boards

Initial Post:
You must create an exam question for each assigned reading or video. You must also provide an justification for your proposed question and give an explanation about why you think it is a good question. Your explanation must be substantial (think paragraph, not phrase) and show a comprehension of the material. You must provide enough context (time period, geographic location, or other specific details), that a student would know what you are asking about. Steer clear from vague, open-ended questions. **No questions that are strictly opinion based.**

The question must follow one of the Bb question formats, which include:
- Essay or short answer
- Fill in the Blank or Fill in Multiple Blanks
- Matching
- Multiple Answer
- Multiple Choice
- True/False

Information about question types can be found on Bb Help.

For multiple choice / multiple answer type questions, you must have a minimum of 5 choices. Bb allows you to have up to 100 choices. Personally, I like 6-12 choices.

For matching questions, you can have more choices than correct answers and you can use the same answer multiple times. Use these options to make your questions more challenging.

When creating your answers, be thoughtful. The answers "a. apple, b. banana, c. Darwin, d. pineapple, e. orange" are terrible answers to the question "Who coined the

term 'survival of the fittest'?" (Mostly because one answer is so obvious, but also because that choice happens to be wrong.).

Also, aim to have parallel structure in your questions/answers. Don't mix people, ideas, and definitions where the answers could be easily deduced by the process of elimination.

Finally, it doesn't hurt to include humor every once in a while. There are a couple of Harry Potter references in the alchemy questions in the pool

Response Post:
Read the questions your classmates have submitted. Choose one and improve it. Fully write out your improved question. Explain why it needed improving and how your changes helped. Note that no more than two people can respond/edit/improve any single question. This is designed so that everyone gets feedback on their questions.

Grading:
You receive up to 4 points for your initial post and up to 4 additional points for your response. Because this class is asynchronous, someone will always be the first to post and won't be able to immediately respond to others. Keep checking back.

Writing Assignments / Essay Portfolio

There are a total of 10 writing assignment options – some of which aren't actually writing assignments! They are divided into three groups (A, B, and C). You must choose one writing assignment from each group.

There is variety in assignments; some focus more on the historical components, and others focus more on the values and social responsibility. Several are traditional essay assignments, but a few are much more creative. The variety is intended to support different interests and strengths. The essays are all ~750 words each, or about 3 double spaced pages (FYI: use plus or minus 10% as a general rule for max and min length).

All assignments must be turned in via their assignment link in Blackboard. Please carefully read and follow the assignment instructions with regard to format, citations, and content. All written assignments must be in a .doc, .docx, .txt, or .rtf. No .pages files please. If I cannot open the assignment, you will not receive credit.

Writing assignments will be graded on both content and composition. It is not enough to have good ideas; you must also be able to articulate them clearly in formal, written English. All assignments should have a clear argument (that's called a "thesis"), supported by specific examples. Do not write in vague generalities. Remember that words mean something, so please use precise language.

All essays require you to read something first. Give yourself several days to complete any of the assignments. Furthermore, I find that writing great first drafts isn't a common skill (it certainly isn't one of mine, and I write a LOT). If you're trying for a good grade, give yourself at least a day to re-read your paper once you think it's done, read it OUT LOUD, make edits to improve its flow and logic, then spell and grammar check it one last time. It's a misnomer to think of someone as a good writer; a "good writer" is, in fact, a good self-editor.

When preparing your assignments, keep the following general guidelines in mind:
- **An A paper (4.0)** offers complex, critical thinking and shows clear, concise, well articulated analysis. The composition is well organized, has a clear argument supported by specific details, draws conclusions, and contains no wasted phrases.
- **A B paper** (3.0) shows a close reading of the source material, drawing analysis from specific examples and begins to investigate the broader context of the topic.
- **A C paper** (2.0) might offer good general ideas, or even some initial analysis and conclusions, but fails to be an organized essay. Often compositions that make broad generalizations or contradictory statements receive Cs. It is also impossible to receive a higher grade if your composition contains grammatical errors.

All assignments will be graded as soon as possible by the professor. However, because of the asynchronous nature of this course, there may be a significant delay if a majority of assignments are received at the same time. Generally, comments are given via Bb. I will give feedback on the first writing assignment. For the remainder, I will give comments by request. Comments will not be given on any work turned in during the last two days of the class unless specifically requested.

A special note on plagiarism:
All assignments will be processed through SafeAssign to check for plagiarism. Plagiarism is an act of fraud in which you pass off the work of others as your own. It can be as simple as misplaced quotation marks or failure to include a proper citation, but it also includes copying the sentence structure or retaining the essential idea of someone else's work. Be particularly conscious of the difference between paraphrasing and plagiarizing. (See www.plagiarism.org for more information.) Any assignment flagged with suspicious plagiarism will be referred to the Office of Academic Integrity for review before notifying the student.

Journal Entries
Journal entries are private communications between the student and professor. Each week students must write a journal entry that describes their accomplishments for the week in this class (what you learned, what you found most interesting, what assignments you completed, etc.) as well as a work plan for the following week. This is one way to keep track of progress and stay on track in an asynchronous course. When completing your journal, think about your time management skills.

Please type or copy your journal directly into the text box -- do not attach a document.

You may not turn in your journal more than 24 hours in advance of its due date. The purpose of the journals is for you to reflect on your work over the course of a week. It would make no sense to turn it in on Tuesday!

The links for the respective journal entries will become available 24 hours before it is due.

Evaluation and Grading Scale

Weighted Value of Course Components

30% Discussion Posts & Responses to Your Classmates
10% Journal Entries
30% Highest grade for one of your required 3 writing assignments
20% Second highest grade for one of your required 3 writing assignments
10% Third highest grade for one of your required 3 writing assignments

You can calculate your final grade using the following formula:
FG = 0.3*((average(DP))/2)+0.1*JE+0.3*(BestWA) +0.2*(2ndBestWA)+0.1*(3rdBestWA)

Grading Scale
I use the university's 0.0-4.0 GPA scale. Assignments will be averaged and weighted according to the percentages above. An A = 4.0, a B+ = 3.5, a B = 3.0, a C+ = 2.5, etc. When grades are calculated using the above percentages, the final grade is assigned using the below ranges for each letter grade. I use banking rounding rules (5s round to the closest even number). Superior participation or improvement over the course will be viewed very favorably.

3.7-4.0, A
3.3-3.6, B+
2.8-3.2, B
2.4-2.7, C+
1.9-2.3, C
1.5-1.9, D+
1.0-1.4, D
Below 1.0, F

If you wish to dispute your final grade, you must email your case to me and then make an appointment to plead your case.

All grades will be posted on Blackboard. You are strongly encouraged to check you scores in Blackboard regularly.

Academic Success

Successful online learners:
1. Do not procrastinate;
2. Are open to sharing professional experiences online;
3. Enhance online discussions;
4. Have good written communication skills;
5. Use proactive communication;
6. Are self-motivated and self-disciplined;
7. Have a commitment to learning;
8. Have critical thinking and decision-making skills;
9. Believe quality learning can take place in an online environment; and
10. Have good time management skills.

Disability Services

[Student Disability Resource Center (http://www.sa.sc.edu/sds/)](http://www.sa.sc.edu/sds/): The Student Disability Resource Center (SDRC) empowers students to manage challenges and limitations imposed by disabilities. Students with disabilities are encouraged to contact me to discuss the logistics of any accommodations needed to fulfill course requirements (within the first week of the semester). In order to receive reasonable accommodations from me, you must be registered with the Student Disability Resource Center (1705 College Street, Close-Hipp Suite 102, Columbia, SC 29208, 803-777-6142). Any student with a documented disability should contact the SDRC to make arrangements for appropriate accommodations.

Student Success Center

In partnership with USC faculty, the Student Success Center (SSC) offers a number of programs to assist you in better understanding your course material and to aid you on your path to success. SSC programs are facilitated by professional staff, graduate students, and trained undergraduate peer leaders who have previously excelled in their courses. Resources available to you in this course may include:
- **Peer Tutoring:** You can make a one-on-one appointment with a [Peer Tutor (www.sc.edu/success)](http://www.sc.edu/success). Drop-in Tutoring and Online Tutoring may also be available for this course. Visit their website for a full schedule of times, locations, and courses.
- **Supplemental Instruction (SI):** SI Leaders are assigned to specific sections of courses and hold three weekly study sessions. Sessions focus on the most difficult content being covered in class. The SI Session schedule is posted through the SSC website each week and will also be communicated in class by the SI Leader.

- **Peer Writing:** Improve your college-level writing skills by bringing writing assignments from any of your classes to a Peer Writing Tutor. Similar to Tutoring, you can visit the website to make an appointment, and to view the full schedule of available drop-in hours and locations.
- **Success Consultations:** In Success Consultations, SSC staff assist you in developing study skills, setting goals, and connecting to a variety of campus resources. Throughout the semester, I may communicate with the SSC via Success Connect, an online referral system, regarding your progress in the course. If contacted by the SSC, please schedule a Success Consultation. Success Connect referrals are not punitive and any information shared by me is confidential and subject to FERPA regulations.

SSC services are offered to all USC undergraduates at no additional cost. You are invited to call the Student Success Hotline at (803) 777-1000, visit the SSC website (www.sc.edu/success), or stop by the SSC in the Thomas Cooper Library on the Mezzanine Level to check schedules and make appointments.

Writing Center

Writing Center (http://artsandsciences.sc.edu/write/university-writing-center)
This course has many of writing assignments. The University Writing Center is an important resource you should use! It's open to help any USC student needing assistance with a writing project at any stage of development. The main Writing Center is in Byrnes 703.

University Library Resources

University Libraries Resources (sc.edu/libraries)
- University Libraries has access to books, articles, subject specific resources, citation help, and more. If you are not sure where to start, please Ask a Librarian! Assistance is available at sc.edu/libraries/ask.
- Remember that if you use anything that is not your own writing or media (quotes from books, articles, interviews, websites, movies – everything) you must cite the source in MLA (or other appropriate and approved) format.

Blackboard and Technology

Blackboard and Technology
(https://sc.edu/about/offices_and_divisions/division_of_information_technology/end_user_services/available_technology_resources/)
As a student in this course, you have access to support from the Division of Information Technology (DoIT) for Blackboard and computer issues. The service desk can be reached at 803-777-1800.

Counseling Services

[Counseling Services (https://sc.edu/about/offices_and_divisions/student_health_services/medical-services/counseling-and-psychiatry/index.php)](https://sc.edu/about/offices_and_divisions/student_health_services/medical-services/counseling-and-psychiatry/index.php): The University offers counseling and crisis services as well as outreach services, self-help, and frequently asked questions.

Course Policies and Procedures

In college, the burden of learning is placed on the student. I am willing to give my students as much time and attention as they want. It is the student's responsibility to be engaged with the material.

Attendance Policy

There is no formal attendance policy, but success in this course is dependent on your active participation throughout the course. You are expected to log into Blackboard several times a week and complete course assignments. Even if your work is completed, you still need to login to ensure that you have seen all announcements, etc. It is your responsibility to checking updates related to the course.

Academic Integrity

You are expected to practice the highest possible standards of academic integrity. All forms of academic dishonesty are violations of the University's Honor Code. These include, but are not limited to, cheating, plagiarism, lying in academic matters, fraud, bribery and unauthorized access to tests and examinations.

As an instructor, I am required to report any violations of the honor code to the Office of Academic Integrity. Because this course fulfils the VSR Carlina Core requirements, any violations of the honor code will result in failure of the course.

Self-plagiarism is not allowed in this course. That is, you may not turn in an assignment that you have used previously in another class, including if you previously took HIST 108.

The materials I prepare for use in class are my own intellectual property. If you distribute my intellectual property without my permission, that's piracy, aka stealing. Please do not photograph my visual aids without my permission or upload any of my material to third party sites. Doing so is also a violation of the Honor Code.

The first tenet of the Carolinian Creed is, "I will practice personal and academic integrity."

Below are some websites for you to visit to learn more about University policies:

Carolinian Creed (http://www.sa.sc.edu/creed)
Academic Responsibility (http://www.sc.edu/policies/staf625.pdf)
Office of Student Conduct and Academic Integrity
(https://www.sa.sc.edu/academicintegrity/)
Information Security Policy and Standards
(https://sc.edu/about/offices_and_divisions/division_of_information_technology/security/
policy/universitypolicy/)

Plagiarism

Using the words or ideas of another as if they were one's own is a serious form of
academic dishonesty. If another person's complete sentence, syntax, key words, or the
specific or unique ideas and information are used, one must give that person credit
through proper citation.

All assignments will be processed through SafeAssign to check for
plagiarism. Plagiarism is an act of fraud in which you pass off the work of others as
your own. It can be as simple as misplaced quotation marks or failure to include a
proper citation, but it also includes copying the sentence structure or retaining the
essential idea of someone else's work. Be particularly conscious of the difference
between paraphrasing and plagiarizing. (See www.plagiarism.org for more
information.)

Any assignment flagged with suspicious plagiarism will be referred to the Office of
Academic Integrity for review before notifying the student.

Class Conduct/Netiquette

Professionalism will be expected at all times, but most especially with your interactions
online. Because the university classroom is a place designed for the free exchange of
ideas, we must show respect for one another in all circumstances. We will show respect
for one another by exhibiting patience and courtesy in our exchanges. Appropriate
language and restraint from verbal attacks upon those whose perspectives differ from
your own is a minimum requirement. Courtesy and kindness is the norm for those who
participate in my class.

Our discussion board is a way for you to share your ideas and learning with your
colleagues in this class. We do this as colleagues in learning, and the Discussion Board
is meant to be a safe and respectful environment for us to conduct these discussions.

Some Netiquette Rules:
- Treat one another with respect. It will be expected that we will not attack one
  another personally for holding different opinions.
- Do not use all CAPITAL LETTERS in emails or discussion board postings. This is
  considered "shouting" and is seen as impolite or aggressive.

- Begin emails with a proper salutation (Examples: Dr. Name; Ms. Name; Hello Professor Name; Good afternoon Mr. Name). Starting an email without a salutation or a simple "Hey" is not appropriate.
- When sending an email, please include a detailed subject line. Additionally, make sure you reference the course number (Ex. HIST 108) in the message and sign the mail with your name.
- Use proper grammar, spelling, punctuation, and capitalization. Text messaging language is not acceptable.
- Use good taste when communicating. Profanity should be avoided.
- Re-Read, think, and edit your message before you click "Send/Submit/Post."

Please remember when posting to be respectful and courteous to your colleagues, and limit your posts to discussions of this course and its assignments.

Late Work/Make-up Policy

All assignments are due by the deadline as posted on the course schedule. I do not accept any late work.

Please plan accordingly, and complete these assignments in advance of their deadlines to ensure any unanticipated circumstances do not result in a missed assignment. User error does not qualify you for any kind of makeup or retake opportunity.

Completing and submitting the assignments or quizzes responses by the due date is the sole responsibility of you. If you receive an incomplete score because of failure to submit the assignment or test by the due date, then your score for that assignment will be recorded as "zero."

If you are concerned about missing a deadline, post your assignment the day before the deadline.

Be Careful: The clock on your computer may be different than the clock in Blackboard. If the clock is different by one second, you will be locked out of the assignment or quiz. Plan accordingly. I recommend that you submit your assignments, quizzes, and exams well before deadline.

Incomplete Grades

Incompletes will be granted only in accordance with university policy.

Diversity and Inclusion

The university is committed to a campus environment that is inclusive, safe, and respectful for all persons, and one that fully embraces the Carolinian Creed. To that end, all course activities will be conducted in an atmosphere of friendly participation and

interaction among colleagues, recognizing and appreciating the unique experiences, background, and point of view each student brings. You are expected at all times to apply the highest academic standards to this course and to treat others with dignity and respect.

Accessibility, Disability, and Triggers *[credit to* [*Dr. David Moscowitz*]

As someone who has succeeded in academics with a disability, I am personally committed to helping all students to learn. I am in the process of transitioning all of my course materials to standards for universal / accessible design. If you have any suggestions to help accommodate different learning styles, please let me know.

I am committed to ensuring course **accessibility** for all students. If you have a documented **disability** and expect reasonable accommodation to complete course requirements, *please notify me at least one week before accommodation is needed*. Please also provide SDRC (https://sc.edu/about/offices_and_divisions/student_disability_resource_center/) documentation to me before requesting accommodation. Likewise, if you are aware of cognitive or emotional **triggers** that could disrupt your intellectual or mental health, please let me know so that I can be aware in terms of course content.

Note that I have provided **content warnings** on a few assignments where the material may be considered disturbing. If you believe other assignments need content warnings, please do not hesitate to let me know.

Diversity, Ethics, and the Carolinian Creed *[credit to* [*Dr. David Moscowitz*]

This course works to foster a climate free of harassment and discrimination, and it values the contributions of all forms of **diversity**. The decision to enter university and pursue advanced study is a choice that entails commitment to personal **ethics** expressed in the **Carolinian Creed** (www.sa.sc.edu/creed): "I will discourage bigotry, while striving to learn from differences in people, ideas and opinions." Likewise, the Student Code of Conduct (STAF 6.26 (http://www.sc.edu/policies/ppm/staf626.pdf) stresses, "The University of South Carolina strives to maintain an educational community that fosters the development of students who are ethical, civil and responsible persons."

Title IX and Gendered Pronouns *[credit to* [*Dr. David Moscowitz*]

This course affirms equality and respect for all gendered identities and expressions. Please don't hesitate to correct me regarding your preferred gender pronoun and/or name if different from what is indicated on the official class roster. Likewise, I am committed to nurturing an environment free from discrimination and harassment. Consistent with Title IX policy, please be aware that I as a responsible employee am obligated to report information that you provide to me about a situation involving sexual harassment or assault.

Values *[credit to [Dr. David Moscowitz]]*

Two core values, inquiry and civility, govern our class. **Inquiry** demands that we all cultivate an open forum for exchange and substantiation of ideas. Strive to be creative, to take risks, and to challenge our conventional wisdom when you see the opportunity. **Civility** supports our inquiry by demanding ultimate respect for the voice, rights, and safety of others. Threatening or disruptive conduct may result in course and/or university dismissal. Civility also presumes basic *courtesy*: please be well rested, on time, and prepared for class, which includes time for a restroom stop *before* (not during) class and silencing all personal devices.

My perspective is that we never cease being students of this world, so I believe that attentive, reflective people always have something to learn from others. Good discussions can be energetic and passionate but are neither abusive nor offensive. Vibrant, vigorous inquiry derives from discussions that:

- challenge, defend, and apply different ideas, theories, perspectives, and skills,
- extend a body of knowledge into different arenas and applications, and

result in a synergy that compels us to seek resolution to these discussions.

Expectations of the Instructor

I am expected to facilitate learning, answer questions appropriately, be fair and objective in grading, provide timely and useful feedback on assignments and treat you as I would like to be treated.

Copyright/Fair Use Statement

I will cite and/or reference any materials that I use in this course that I do not create. You, as students, are expected to not distribute any of these materials, resources, quizzes, tests, homework assignments, etc. (whether graded or ungraded).

Course Schedule

Module/Topic	Assignment	Due Date
	• Executive Summary	5:00 pm on Dec 29
	• Journals due weekly	Noon, Jan 4, 11, 17
	• Writing assignment from Group A	Noon, Jan 1
	• Writing assignment from Group B	Noon, Jan 8
	• Writing assignment from Group C	Noon, Jan 15
Module 1: Course Introduction	• Watch all posted videos (1) • Read posted readings (1) • Post to the discussion boards (1) • Respond to your classmates (1) • Take the Front End Evaluation survey	All assignments must be completed by the time the Module closes, noon on Jan 4
Module 2: Ancient Civilizations	• Watch all posted videos (4) • Read posted readings (1) • Post to the discussion boards (5) • Respond to your classmates (5) • Consider completing the Hippocratic Oath writing assignment *Remember that	All assignments must be completed by the time the Module closes, noon on Jan 4

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	you have a choice of any of the writing assignments in Group A, which is due by noon on Jan 1	
Module 3: Looking East	• Watch all posted videos (5) • Read posted readings (2) • Post to the discussion boards (4) • Respond to your classmates (4) • Consider completing the Tufayl or Crash Course writing assignments *Remember that you have a choice of any of the writing assignments in Group A, which is due by noon on Jan 1	All assignments must be completed by the time the Module closes, noon on Jan 4
Module 4: The Scientific Revolution	• Watch all posted videos (7) • Read posted readings (3) • Post to the discussion boards (6) • Respond to your classmates (6) • Consider completing the Alchemical Fable or Galileo's Censorship writing assignments *Remember that you have a choice of any of the writing assignments in Group B, which is due by noon on Jan 8	All assignments must be completed by the time the Module closes, noon on Jan 11
Module 5: The Industrial Revolution	• Watch all posted videos (10) • Read posted readings (3) • Post to the discussion boards (8)	All assignments must be completed by the time the Module closes, noon on Jan 11

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	• Respond to your classmates (8) • Consider completing the IR in 36" writing assignment *Remember that you have a choice of any of the writing assignments in Group B, which is due by noon on Jan 8	
Module 6: The 20th Century	• Watch all posted videos (31) • Read posted readings (6) • Post to the discussion boards (12) • Respond to your classmates (12) • Consider completing the Pure v Applied, Buck v Bell, Politics & Memory, Past Forward, or Franklin & Academic Honesty writing assignments *Remember that you have a choice of any of the writing assignments in Group C, which is due by noon on Jan 15	All assignments must be completed by the time the Module closes, noon on Jan 17
Module 7: The 21st Century & Beyond	• Watch all posted videos (5) • Post to the discussion boards (3) • Respond to your classmates (3) • Take the exit surveys	All assignments must be completed by the time the Module closes, noon on Jan 17