

# HIST-2322 World Civilization II

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Curtis Baack

## Credit Spring 2022

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### Section(s)

HIST-2322-001 (37650)

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## Course Requirements

HISTORY 2322-001 Syllabus (Fall 2021)

(#37650 Online Asynchronous (ONL) (3 credit and contact hours)

## COURSE DESCRIPTION

This course surveys the major developments in the history of the world from 1700 to the present, with an emphasis on the Cold War between the United States and the Soviet Union to include examples of conflicting interpretations of the progress of that history and a program of historical research. For more information please visit: [www.austincc.edu/history](http://www.austincc.edu/history).

Course Dates: **January 18, 2022 to May 15, 2022.**

This is a completely online course. To take this course the student must have access to a **Windows, Mac, or iPad** computer with a working camera. The student cannot use a **Chromebook** because it is not compatible with the proctor software. If the student needs help with access to computer resources go to [Student Technology Services](#)

Students will need to download **LockDown Browser** to access exams for the course.

If the student has downloaded it for a previous course, they do not need to download it again. Go to [LockDown Browser Download](#) to download the browser. If the student is **unable to use Lockdown Browser**, they need to contact the instructor for alternate test proctoring.

**INSTRUCTOR:** Curtis Baack, MA E-mail: [curtis.baack@austincc.edu](mailto:curtis.baack@austincc.edu) Office #: **512-223-2584**

**Office Hours:** Mondays/Wednesdays 1:30pm – 3:00pm and Tuesdays/Thursdays 9:20am – 10:20am at the San Gabriel Campus Room 1300.09. You can meet with the instructor in-person at the office or online through Blackboard click on “Office Hours” for the online meeting link. For a meeting outside of office hours, email the instructor to request an appointment.

**MEETING TIMES:** No designated meeting times for this online course.

**COURSE RATIONALE:** This course provides students with an opportunity to improve their reading and writing competencies, critical thinking skills, research skills, etc. all of which help students better succeed in life outside academia. This course is required for ACC history majors as a capstone class before they graduate. For more information please visit: [www.austincc.edu/history](http://www.austincc.edu/history)

**INSTRUCTIONAL METHODOLOGY:** The instructor will use **Blackboard** to deliver this course.

**PREREQUISITIES:** The student must read, comprehend, and write in English at the college level. This is a very reading-intensive course. If you do not understand what you are reading, you will not do well in this course.

To enroll in this course, the student must be in compliance with the reading and writing portion of the student’s TSI (Texas State Initiatives) - approved standardized test –

unless they are exempt from the TSI testing. The student can take this class if they are TSI-compliant in reading and writing OR if they are TSI-exempt, the student should check with an ACC Counselor to ensure TSI status.

## Course Orientation and Map Test/Important Early Deadlines

**The deadline to complete the course orientation and map test is January 27, 2022, by 10:00 pm.** According to ACC policy, if the student fails to meet this deadline, the instructor will mark the student “never attended” for the class. The attendance system will automatically withdraw the student.

To complete the orientation, the student will need to read the syllabus and then access the course Blackboard page and click on the “**Orientation**” link on the left side of the page. The student will answer the questions according to the syllabus and then click “**Submit.**”

### **MAP TEST:**

Because the geography of the continent has shaped and influenced in a large degree the history of the United States, it is important for the students to know some basic North American geography. Therefore, students must pass a geography map test to receive a “**C**” or higher in this course. Students must earn at least **21 of 30** correct to pass. Students can **retest** the map test as many times as they need. The highest grade a student can earn on a retest is a **21**.

The Map Test will have maps (sample blank maps are on blackboard) that they will need to match the location to the letter on the map. For further information on the map test visit the “Course Textbook” section on Blackboard and then click on the “Information for the map test.”

There are two options for completing the map test:

Option 1: To complete the map test, students will open the **LockDown Browser**, then go to the course Blackboard page and click on “Map Test” and click on the link to the LockDown Browser test and then click on the test and then “Begin” and click “Submit” when completed.

Option 2: Students can use the Online Live Proctoring. Must be able to access Google Meet and make your appointment at least **2 days prior** to the deadline. They do not do same day testing. On the course Blackboard page, click on “Map Test” and then click on the Live Proctor Request Form and fill out the form to request a proctor. You must inform the instructor immediately if you are unable to schedule an appointment before the deadline.

## STUDENT TECHNOLOGY SUPPORT

Austin Community College provides free, secure drive-up WiFi to students and employees in the parking lots of all campus locations. WiFi can be accessed seven days a week, 7 am to 11 pm. Additional details are available at <https://www.austincc.edu/sts>.

Students who do not have the necessary technology to complete their ACC courses can request to borrow devices from Student Technology Services. Available devices include iPads, webcams, headsets, calculators, etc. Students must be registered for a credit course, Adult Education, or Continuing Education course to be eligible. For more information, including how to request a device, visit <http://www.austincc.edu/sts>.

Student Technology Services offers phone, live-chat, and email-based technical support for students and can provide support on topics such as password resets, accessing or using Blackboard, access to technology, etc. To view hours of operation and ways to request support, visit <http://www.austincc.edu/sts>.

## COURSE REQUIREMENTS AND GRADING SYSTEM

**Grading System:** The student will have the opportunity to complete the following coursework:

<b>Assignments</b>	
Orientation	Complete/Incomplete
World Map Test (21 of 30 to pass)	30 pts
<b>Exams</b>	<b>Points</b>
4 Unit Exams (100 pts each)	400 pts.
<b>Essay</b>	<b>Points</b>
Analytical Essay (See below for requirement for “A” or “B”)	120 pts.
<b>Total possible points</b>	<b>550 pts. with the essay</b> <b>430 pts. without the essay</b>

The quality and quantity of the work done by the student will determine the student’s grade, please read below to see the requirement for each **letter grade**:

**For a grade of “A”:**

The student must complete the orientation, all 4 unit tests, the analytical essay, and pass the map test with **495** or more points.

**For a grade of “B”:**

The student must complete the orientation, all 4 unit tests, the analytical essay, and pass the map test with **440** or more points.

**EXCEPTION:** Passing the map test and scoring 80 points or above on EACH of the Unit Exams will give the student an “automatic” B and the student will not have to do the Analytical Essay.

**For a grade of “C”:**

The student must complete the orientation, all 4 unit tests, and pass the map test with **301** or more points.

If the student completes the Analytical Essay then the student must earn **385** or more points.

**For a grade of “D”:**

The student must complete the orientation, all 4 unit tests, and the map test with **258** or more points.

If the student completes the Analytical Essay the students must earn **330** or more points.

**For a grade of “F”:**

The student fails to take all 4 unit exams or the student fails to earn at least **258** points on all 4 unit exams and the map test or commits scholastic dishonesty.

If the student completes the analytical essay, the student fails to earn at least **330** points.

**Note:** Students who are in the “C”, “D”, or “F” range have the option to complete the analytical essay, however the student must meet the course point requirement with the essay.

Students can track all their grades for this course on Blackboard ([acconline.austincc.edu](https://acconline.austincc.edu)) using their ACCeID and password.

Students should check **Blackboard** and their **ACC email** regularly for updates and reminders.

- This course is a **fully online, independent-study** version of the World Civilization Course offered in the classroom.
- The student is required to do the same amount of work and the same quality of work as students in the classroom version of this course.
- This course is designed for mature and capable students with self-discipline, the ability to work independently, and self-motivation.
  - This is a very challenging and time-consuming course.
  - The student's success in this course does require TIME, maturity, ability, self-discipline, time management skills – and college-level reading comprehension and vocabulary.
  - If the student has ANY problems with the course and would like help with additional study tips and methods, please contact Professor Baack as soon as possible.
  - ACC also offers online tutoring.  
Visit [www.austincc.edu/students/tutoring/online](https://www.austincc.edu/students/tutoring/online)
  - **Get help early in the semester!**

**Helpful hints in passing this course:**

1. Students will need to read the required online textbook (accessible via Blackboard) and answer the Unit Learning Objectives in the syllabus. History is about connections and impacts. The student should focus on this and **do not just focus on names and dates look for connections and impact.**

**History is stories.** The student should think of history like any other story (movies, television shows, fictional books, etc.), except history is based on fact and real people. Just like following any plot you must understand the connections between people, events, and chronology to have the story make sense to you. The same is for history once you can make sense of the story then the names and dates will come to you. This course will allow you to practice your critical thinking skills through history.

2. The student should read the syllabus fully, and before you begin you need to understand the requirements for the course.

3. The student will answer the Unit Learning Objectives:

- Read over the unit readings once, without answering any learning objectives – to get a good overview on the connections in that unit; the major events, people, etc. then, re-read the readings a second time while answering the learning objectives. This will help you to have a good general knowledge of the period.
- Work on the learning objectives gradually; that is, work on several each day.
- Do not wait until just before the exam to complete all the objectives. "Cramming" is not an effective study method.
- Work with other students in a virtual Study Group if you can. Help each other in answering the learning objectives. Quiz each other. Communicate with the other students in class using the Blackboard Collaborate or the "Send Email" function under "Course Tools" in Blackboard. If you exchange study questions online, do it using a method that is "private" – such as email.
- Remember that students are **NOT** permitted to post learning objectives on any public site such as Quizlet or Study Blue.

4. The student should:

- Have enough time to devote to the class

- Be a self-starter with self-discipline and good time management skills
- have a desire to learn and a desire to achieve to the best of their ability
- be willing to accept personal responsibility for their success in this course
- make a commitment to fulfilling the requirements of the course
- be able to read and understand English at the college-level
- have a college-level reading comprehension and vocabulary. If the student cannot yet read at this level, it is not likely that they will pass this course; and so if the student's reading skills are not at the college level, The instructor recommends the student first take developmental reading courses to improve your reading skills, THEN come back and take this course.
- understand world geography and basic geography concepts (e.g., have a general knowledge of what these terms mean: hemisphere, longitude, latitude, & difference between continents, countries, & cities)
- have a knowledge of basic political science concepts (e.g., have a general definition knowledge for: legislative, executive, judicial, monarchy, imperialism, colony, impeachment, nationalism, suffrage, veto)

## INCOMPLETE POLICY

ACC requires that the student complete a minimum of 50% of the course to qualify for an incomplete and have at least 70% of the possible points. The student must have a medical excuse certified by a physician. All "Incompletes" must be completed within four weeks of the following semester. There are no exceptions to this policy.

## UNIT EXAMS

There are four unit exams in the course each worth 100 pts., a total of 400 pts for all four exams. The unit exams can consist of multiple-choice, finish the thought, and short essay questions. The instructor has **based all questions** in the exams on the information from the online **textbook** (accessible via Blackboard) as highlighted by the **learning objectives in this syllabus**. There is not a comprehensive final exam for this course.

**Re-Testing Policy:** A student that earns below a 70 on an exam can retake the exam (**except for Unit 4 exam, there are no retests for the last exam**) to raise their exam score up to a 70. A student can only retake each exam once. The instructor will record the higher of the two grades. For example, if a student earned a 61 on the initial exam

and then got an 85 on the retest, the student will earn a 70 for the unit exam. **Please Note: the highest points a student can earn on a retest is a 70.**

**STUDENTS MUST COMPLETE ALL RETESTS WITHIN 7 DAYS AFTER THE DEADLINE OF THE UNIT EXAM.**

To take the retest, the student will follow the same instructions as the initial exam.

**Unable to make the deadline for a unit exam?** The student needs to stay in contact with the instructor and must get written permission (email) before the exam deadline to take an exam past the deadline. If the student misses the deadline and does not contact the instructor, they will earn 0 points for the exam and any attempt on the exam after the deadline is a retest and falls under the retest policy above. The student may take an exam **before** the deadline date or **on** the deadline date. A student **cannot makeup an exam** past the deadline without instructor permission (email).

The student can take several exams a day, and **they can work ahead.**

The student **should not** “open” an Exam in Blackboard unless they are ready to take it. Once you BEGIN an exam, you must finish it and you cannot get up a leave out of the view of the camera or your exam will be invalid. A student cannot close an exam, and then return to it later.

If the student wants to review an exam, they can attend office hours to review their exam.

**Instructions for taking the unit exams:**

Option 1:

1. To take the exams, open the **LockDown Browser with the webcam and microphone** enabled.
2. In the LockDown Browser, access the course Blackboard page and click on “Unit Exams”
3. Click on the exam you want to take, then click on “Begin,” and complete the setup for the exam.
4. Answer all the questions even if you do not know the answer make sure you pick one.
5. For the Finish the Thought questions, make sure to answer it thoroughly, students will earn the most points by showing the instructor how well they understand the topic.
6. For the Short Essay, students will earn points for good critical thinking by showing impact, significance, and connections. Again, this is an opportunity to show your breadth of knowledge.
7. Once the student answers all the questions, they will click on “submit.”

**Option 2:**

Students can use the Testing Center’s Online Live Proctoring. Must be able to access Google Meet and make your appointment at least **2 days prior** to the deadline. They do not do same day testing. On the course Blackboard page, click on “Unit Exams” and then click on the Live Proctor Request Form and fill out the form to request a

proctor. You must inform the instructor immediately if you are unable to schedule an appoint before the deadline.

## Use of the Testing Center

For Fall, 2021, the Testing Centers will allow only limited in person testing and testing time will be limited to the standard class time, typically one and one-half hours. Specifically, only the following will be allowed in the Testing Centers:

- Student Accessibility Services (SAS) Testing: All approved SAS testing
- Assessments Tests: Institutionally approved assessment tests (e.g., TSIA or TABE)
- Placement Tests: Placement tests (e.g., ALEKS)
- Make-Up Exams (for students who missed the original test): Make-up testing is available for all lecture courses but will be limited to no more than 25% of students enrolled in each section for each of four tests
- Programs incorporating industry certification exams: Such programs (e.g., Microsoft, Adobe, etc.) may utilize the ACC Business Assessment Center for the industry certification exams (BACT) at HLC or RRC

## ANALYTICAL ESSAY

Refer to the “COURSE REQUIRMENTS AND GRADING SYSTEM” to know if the student must complete the essay. Follow the instructions below to if the student needs to complete the essay:

The student will select an historical monograph/book (a study of some particular historical subject) that covers the time period included in this course and write an analytical essay. Students cannot use an historical novel or a diary. A list of pre-approved books and a sample essay is on Blackboard under “Analytical Essay” in the course menu. If you want to make sure the book is satisfactory, please send an email to your instructor for approval. You may ask the librarian for assistance on the book selection, and students can use the ACC Learning Lab to have their essay reviewed and proofread.

The student will read the selected book and write an analytical essay of at least 1200 words answering the following questions about the book:

1. Who is the author/s and what is their thesis (argument) and main points?
2. What proof does the author use to support the thesis and how does it reinforce the thesis? Use two SPECIFIC examples.
3. What are two SPECIFIC examples of research source material used by the author and how does it strengthen the author's thesis?
4. Was the book written so that you could understand it? Give an example to support your answer.
5. Is there a question or subtopic you wish the author had addressed or addressed in more detail? How would this question or subtopic help enhance the thesis?
6. Does this book and the textbook have the same conclusion on the topic?
7. Would you recommend the book to another student or a teacher? Why or why not?

**Instructions on turning in the essay:** Your essay must follow MLA format (typed, Times New Roman 12 pt, double-spaced). On the date it is due, you will upload an **electronic copy** on Blackboard (Click the "Turn in Analytical Essay Here" link), use your last name as the filename. **(-10 points for each day it is late).**

**Can a student get feedback on their essay before turning it in?** Yes, if a student would like feedback on their essay, they must turn in any rough draft **3 days prior** to the essay deadline. The instructor will give the student feedback before the final essay deadline. Also, the student can use the Learning Lab for feedback.

## ATTENDANCE/CLASS PARTICIPATION

This course does not have any regular scheduled meeting times. However, the instructor expects regular and timely class participation and completion of work according to exam and assignment deadlines from all students. Failure to meet these deadlines and participation will impact the student's performance and could lead to withdrawal from the course.

## USE OF ACC EMAIL AND ETiquette

All College e-mail communication to students will be sent solely to the student's ACCmail account, with the expectation that such communications **will be read in a timely fashion**. ACC will send important information and will notify students of any college- related emergencies using this account. Students should only expect to receive email communication from their instructor using this account.

Likewise, **students should use their ACCmail account** when communicating with instructors and staff. Students and instructors **will use professional email etiquette** when writing their messages. Students and instructors **will not use informal and slang language**. Information about ACC email accounts, including instructions for accessing it, are available

at: [www.austincc.edu/help/accmail/questions-and-answers](http://www.austincc.edu/help/accmail/questions-and-answers)

**COMMON COURSE OBJECTIVES:** Please consult <http://www.austincc.edu/history>. For the learning objectives specific to this section go to the course Blackboard page or review the Unit Learning Objective part of this syllabus.

### STUDENT STANDARDS OF CONDUCT

Acceptable standards of conduct include behavior that:

- Reflects the highest level of honesty and integrity
- Is civil, courteous, and respectful of all members of the campus community, their property of the college and promotes the smooth and unimpeded delivery of knowledge in the classroom

- Encourages responsibility and prohibits the unlawful use of alcohol, illicit drugs, other substances, and weapons
- Promotes mutual respect, equality, and safety of its members and opposes those acts that harass, intimidate, or haze its members.

Any one failing to adhere to the above standards will be withdrawn from the course at the very least.

## **WITHDRAWAL POLICY**

The student is responsible for knowing and complying with the withdrawal date and procedures. The last date to withdraw from the course is located on the ACC website. If you quit coming to class or have a grade average below 60%, you will receive an F unless you withdraw officially by the last day to withdraw and receive a W. Six-Drop Rule: The Texas Education Code limits incoming freshmen to a total of six course drops in their college career. A student enrolled in a course on the Official Reporting Date who later drops that course will have that course counted toward the six-drop limit. Thus, you should monitor your drops very carefully! IMPORTANT: I do not withdraw students from my courses - Withdrawing from the course is YOUR responsibility and it MUST be done by the withdrawal deadline. If you enroll in the course and fail to take the exams or fail to complete the course requirements, you will receive the grade of F for the course.

## **ACADEMIC INTEGRITY**

Austin Community College values academic integrity in the educational process. Acts of academic dishonesty/misconduct undermine the learning process, present a disadvantage to students who earn credit honestly, and subvert the academic mission of the institution. The potential consequences of fraudulent credentials raise additional concerns for individuals and communities beyond campus who rely on institutions of higher learning to certify students' academic achievements and expect to benefit from the claimed knowledge and skills of their graduates. Students must follow all instructions given by faculty or designated college representatives when taking examinations, placement assessments, tests, quizzes, and evaluations. Actions constituting scholastic dishonesty include, but are not limited to, plagiarism, cheating,

fabrication, collusion, falsifying documents, or the inappropriate use of the college's information technology resources. Further information is available at: [www.austincc.edu/about-acc/academic-integrity-and-disciplinary-process](http://www.austincc.edu/about-acc/academic-integrity-and-disciplinary-process)

## SCHOLASTIC DISHONESTY

Acts prohibited by the college for which discipline may be administered include scholastic dishonesty, including but not limited to cheating on an exam or quiz, plagiarizing, and unauthorized collaboration with another in preparing outside work. Academic work submitted by students shall be the result of their thought, research, or self-expression. Academic work is defined as, but not limited to, tests, quizzes, whether taken electronically or on paper; projects, either individual or group; classroom presentations, and homework. For the list of covered misconduct see pg. 248 in the College Catalog and Student Handbook ([www.austincc.edu/catalog](http://www.austincc.edu/catalog)) **Anyone committing these acts will receive the grade of "F" for the course.**

"Scholastic Dishonesty" shall include, but not limited to, cheating, plagiarism, and collusion.

"Cheating" shall include, but shall not be limited to:

1. Copying from another student's test or class work;
2. Using test materials not authorized by the person administering the test;
3. Collaborating with or seeking aid from another student during a test without permission from the test administrator;
4. Knowingly using, buying, selling, stealing, or soliciting, in whole or in part, the contents of an un-administered test, paper, or another assignment;
5. The unauthorized transporting or removal, in whole or in part, of the contents of the un-administered test;
6. Substituting for another student, or permitting another student to substitute for one's self, to take a test;
7. Bribing another person to obtain an un-administered test or information about an un-administered test; or
8. Manipulating a test, assignment, or final course grade.

“Plagiarism” shall be defined as appropriating, buying, receiving as a gift, or obtaining by any means another’s work and the unacknowledged submission or incorporation of that other’s work in one’s own written work.

“Collusion” shall be defined as the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements.

## Health & Safety Protocols

Operational areas of ACC campuses and centers are fully open and accessible through all public entrances. While some health & safety protocols are no longer mandatory, the college encourages its staff, faculty, and students to be mindful of the well-being of all individuals on campus. If you feel sick, feverish, or unwell, please do not come to campus.

Some important things to remember:

- If you have not done so, ACC encourages all students, faculty, and staff to get vaccinated. COVID-19 vaccines are now widely available throughout the community. Visit [www.vaccines.gov/](http://www.vaccines.gov/) to find a vaccine location near you.
- If you are experiencing COVID-19-related symptoms, please get a COVID-19 test as soon as possible before returning to an ACC facility. Testing is now widely available.
- If you test positive, please report it on the [ACC self-reporting tool located here](#).
- ACC continues to welcome face masks on campus. Per CDC guidelines, face masks remain a good way to protect yourself from COVID-19. The college cannot mandate indoor masking, but is encouraging it during this spike in cases as a result of the Delta variant.
- The college asks that we all continue to respect the personal space of others. We are encouraging 3 feet of social distancing.

- Please be sure to carry your student, faculty, or staff ID badge at all times while on campus.

Because of the everchanging situation, please go to ACC's Covid website at <https://www.austincc.edu/coronavirus?ref=audiencemenu> for the latest updates and guidance.

## Student Rights & Responsibilities

Students at ACC have the same rights and protections under the Constitution of the United States. These rights include freedom of speech, peaceful assembly, petition and association. As members of the community, students have the right to express their own views, but must also take responsibility for according the same rights to others and not interfere or disrupt the learning environment. Students are entitled to fair treatment, are expected to act consistently with the values of the college, and obey local, state and federal laws. [www.austincc.edu/srr](http://www.austincc.edu/srr)

As a student of Austin Community College you are expected to abide by the Student Standards of Conduct.

<https://www.austincc.edu/students/students-rights-and-responsibilities/student-standards-of-conduct>

## Senate Bill 212 and Title IX Reporting Requirements

Under Senate Bill 212 (SB 212), the faculty and all College employees are required to report any information concerning incidents of **sexual harassment, sexual assault, dating violence, and stalking** committed by or against an ACC student or employee. Federal Title IX law and College policy also require reporting incidents of **sex- and gender-based discrimination and sexual misconduct**. **This means faculty and non-clinical counseling staff cannot keep confidential information about any such incidents that you share with them.**

If you would like to talk with someone confidentially, please contact the District Clinical Counseling Team who can connect you with a clinical counselor on any ACC campus: (512) 223-2616, or to schedule online: <https://www.austincc.edu/students/counseling> .

While students are not required to report, they are encouraged to contact the Compliance Office for resources and options: Charlene Buckley, District Title IX Officer, (512) 223-7964; [compliance@austincc.edu](mailto:compliance@austincc.edu) .

If a student makes a report to a faculty member, the faculty member will contact the District Title IX Officer for follow-up.

## Student Complaints

A defined process applies to complaints about an instructor or other college employee. You are encouraged to discuss concerns and complaints with college personnel and should expect a timely and appropriate response. When possible, students should first address their concerns through informal conferences with those immediately involved; formal due process is available when informal resolution cannot be achieved.

Student complaints may include (but are not limited to) issues regarding classroom instruction, college services and offices on the basis of actual or perceived race, color, national origin, religion, age, gender, gender identity, sexual orientation, political affiliation, or disability.

Further information about the complaints process, including the form used to submit complaints, is available at: [www.austincc.edu/students/students-rights-and-responsibilities/student-complaint-procedures](http://www.austincc.edu/students/students-rights-and-responsibilities/student-complaint-procedures)

# Statement on Privacy

The Family Educational Rights and Privacy Act (FERPA) protects confidentiality of students' educational records. Grades cannot be provided by faculty over the phone, by e-mail, or to a fellow student.

## RECORDING POLICY

To ensure compliance with the Family Education Rights and Privacy Act (FERPA), student recording of class lectures or other activities is generally prohibited without the explicit written permission of the instructor and notification of other students enrolled in the class section. Exceptions are made for approved accommodations under the Americans with Disabilities Act.

Recording of lectures and other class activities may be made by faculty to facilitate instruction, especially for classes taught remotely through BlackBoard Collaborate or another platform. Participation in such activities implies consent for the student to be recorded during the instructional activity. Such recordings are intended for educational and academic purposes only.

## SAFETY STATEMENT

Health and safety are of paramount importance in classrooms, laboratories, and field activities. Students are expected to learn and comply with ACC environmental, health and safety procedures and agree to follow ACC safety policies. Emergency Procedures posters and Campus Safety Plans are posted in each classroom and should be reviewed at the beginning of each semester. All incidents (injuries/illness/fire/property damage/near miss) should be immediately reported to the course instructor. Additional information about safety procedures and how to sign up to be notified in case of an emergency can be found at: [www.austincc.edu/emergency](http://www.austincc.edu/emergency)

Everyone is expected to conduct themselves professionally with respect and courtesy to all. Anyone who thoughtlessly or intentionally jeopardizes the health or safety of

another individual may be immediately dismissed from the day's activity and will be referred to the Dean of Student Services for disciplinary action.

In the event of disruption of normal classroom activities due to an emergency situation or an illness outbreak, the format for this course may be modified to enable completion of the course. In that event, students will be provided an addendum to the class syllabus that will supersede the original version.

## CAMPUS CARRY

The Austin Community College District concealed handgun policy ensures compliance with Section 411.2031 of the Texas Government Code (also known as the Campus Carry Law), while maintaining ACC's commitment to provide a safe environment for its students, faculty, staff, and visitors. Beginning August 1, 2017, individuals who are licensed to carry (LTC) may do so on campus premises except in locations and at activities prohibited by state or federal law, or the college's concealed handgun policy.

It is the responsibility of license holders to conceal their handguns at all times. Persons who see a handgun on campus are asked to contact the ACC Police Department by dialing 222 from a campus phone or 512-223-7999. Please refer to the concealed handgun policy online at: [austincc.edu/campuscarry](http://austincc.edu/campuscarry)

## FREEDOM OF EXPRESSION

The free exchange of information is vital to the pursuit of learning.

## Discrimination Prohibited

The College seeks to maintain an educational environment free from any form of discrimination or harassment including but not limited to discrimination or harassment

on the basis of race, color, national origin, religion, age, sex, gender, sexual orientation, gender identity, or disability.

Faculty at the College are required to report concerns regarding sexual misconduct (including all forms of sexual harassment and sex and gender-based discrimination) to the Manager of Title IX/Title VI/ADA Compliance. Licensed clinical counselors are available across the District and serve as confidential resources for students.

Additional information about Title VI, Title IX, and ADA compliance can be found in the ACC Compliance Resource Guide available at: [ACC Compliance Resource Guide](#)

## STUDENT SUPPORT SERVICES

The success of our students is paramount, and ACC offers a variety of support services to help, as well as providing numerous opportunities for community engagement and personal growth.

### **Student Support**

ACC strives to provide exemplary support to its students and offers a broad variety of opportunities and services. Information on these campus services and resources is available at <http://www.austincc.edu/students>. A comprehensive array of student support services is available online at: <https://www.austincc.edu/coronavirus/remote-student-support>

### **Student Accessibility Services**

Austin Community College (ACC) is committed to providing a supportive, accessible, and inclusive learning environment for all students. Each campus offers support services for students with documented disabilities. Students with disabilities who need classroom, academic or other accommodations must request them through Student Accessibility Services (SAS).

Students are encouraged to request accommodations when they register for courses or at least three weeks before the start of each semester they are enrolled, otherwise the provision of accommodations may be delayed. Students who have received approval for accommodations from SAS for this course must provide the instructor with the legal document titled “Notice of Approved Accommodations (NAA)” from SAS.

Until the instructor receives the NAA from the student accommodations should not be provided. Once the NAA is received, accommodations must be provided. Accommodations are not retroactive, so it is in the student’s best interest to deliver the NAA on the first day of class.

Please contact [SAS@austincc.edu](mailto:SAS@austincc.edu) for more information.

## **Academic Support**

ACC offers academic support services on all of its campuses. These services, which include online tutoring, academic coaching, and supplemental instruction, are free to enrolled ACC students. Tutors are available in a variety of subjects ranging from accounting to pharmacology. Students may receive these services on both a drop-in and referral basis.

**An online tutor request can be made here:**

<https://de.austincc.edu/bbsupport/online-tutoring-request/>

Additional tutoring information can be found here: [austincc.edu/onlinetutoring](https://austincc.edu/onlinetutoring)

## **Library Services**

ACC Library Services will be offering both in-person and extensive online services for Fall 2021, with research and assignment assistance available in-person during limited hours of service. Although all college services are subject to change this fall, plans include ACC students signing up for study space and use of computers at open libraries, extensive online instruction in classes, online reference assistance 24/7 and reference with ACC faculty librarians. In addition, currently enrolled students, faculty and staff can access Library Services online (also 24/7) via the ACC Library website and by using their ACCeID to access all online materials (ebooks, articles from library databases, and streaming videos). ACC Libraries offer these services in numerous ways such as: "Get Help from a Faculty Librarian: the 24/7 Ask a Librarian chat service," an online form for in-depth research Q and A sessions, one-on-one video appointments, email, and phone (voicemail is monitored regularly).

- Library Website: <http://library.austincc.edu>
- Library Information & Services during COVID-19: <https://researchguides.austincc.edu/LSinfoCOVID19>
- Ask a Librarian 24/7 chat and form: <https://library.austincc.edu/help/ask.php>
- Library Hours of Operation by Location: <https://library.austincc.edu/loc/>
- Email: [library@austincc.edu](mailto:library@austincc.edu)

## **Student Organizations**

ACC has over seventy student organizations, offering a variety of cultural, academic, vocational, and social opportunities. They provide a chance to meet with other students who have the same interests, engage in service-learning, participate in intramural sports, gain valuable field experience related to career goals, and much else. Student Life coordinates many of these activities, and additional information is available at <http://sites.austincc.edu/sl/>.

## **Personal Support**

Resources to support students are available at every campus. To learn more, ask your professor or visit the campus Support Center. All resources and services are free and confidential. Some examples include, among others:

- Food resources including community pantries and bank drives can be found here:

<https://www.centraltexasfoodbank.org/food-assistance/get-food-now>

- Assistance with childcare or utility bills is available at any campus Support Center: <http://www.austincc.edu/students/support-center>.
- The Student Emergency Fund can help with unexpected expenses that may cause you to withdraw from one or more classes: <http://www.austincc.edu/SEF>.
- Help with budgeting for college and family life is available through the Student Money Management Office: <http://sites.austincc.edu/money/>.

A full listing of services for student parents is available at:

<https://www.austincc.edu/students/child-care>

- The CARES Act Student Aid will help eligible students pay expenses related to COVID-19:

<https://www.austincc.edu/coronavirus/cares-act-student-aid>.

Mental health counseling services are available throughout the ACC Student Services District to address personal and or mental health concerns: <http://www.austincc.edu/students/counseling> .

If you are struggling with a mental health or personal crisis, call one of the following numbers to connect with resources for help. However, if you are afraid that you might hurt yourself or someone else, call 911 immediately.

Free Crisis Hotline Numbers:

- Austin / Travis County 24-hour Crisis & Suicide hotline: **512-472-HELP (4357)**
- The Williamson County 24-hour Crisis hotline: **1-800-841-1255**
- Bastrop County Family Crisis Center hotline: **1-888-311-7755**
- Hays County 24 Hour Crisis Hotline: **1-877-466-0660**
- National Suicide Prevention Lifeline: **1-800-273-TALK (8255)**
- Crisis Text Line: **Text “home” to 741741**
  - Substance Abuse and Mental Health Services Administration (SAMHSA)  
National Helpline: **1-800-662-HELP (4357)**
- National Alliance on Mental Illness (NAMI) Helpline: **1-800-950-NAMI (6264)**

## Readings

**REQUIRED TEXT:** The textbook is provided to the students via the course Blackboard page. Click on “Course Textbook” on the left side menu to access the textbook.

## Course Subjects

# COURSE DEADLINES HISTORY 2322

These are important dates, the student will want to write these down or print this page,  
**Students may take an exam before the deadline date or on the deadline date. A student cannot makeup an exam past the deadline without instructor permission (email)**

<b>Course Assignments</b> (will be available starting January 18th)	<b>Deadline</b>
Course Orientation	January 27, 2022 by 10:00 pm*
World Map Test	January 27, 2022 by 10:00 pm
If the student does not complete the orientation and map test by the deadline they will be automatically withdrawn from the course.	

<b>Course Assignments</b> (will be available starting January 18th)	<b>Deadline</b>
<b>Unit Exams</b> (will be available starting February 1st)	<b>Deadline</b>
Unit 1 Exam (Unit I Learning Objectives) 100 points	February 10, 2022 by 10:00 pm
Unit 2 Exam (Unit II Learning Objectives) 100 points	March 10, 2022 by 10:00 pm
Unit 3 Exam (Unit III Learning Objectives) 100 points	April 14, 2022 by 10:00 pm
Unit 4 Exam (Unit IV Learning Objectives) 100 points	May 12, 2022 by 10:00 pm
<b>Analytical Essay</b>	
Analytical Essay (refer to Course Requirements and Grading to see the requirements) 120 points	April 28, 2022 by 10:00 pm

**\*All times are Central Standard Time (CST)**

**LAST DAY TO WITHDRAW: April 25, 2022**

**COURSE COMPELETION DEADLINE: May 15, 2022**

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## **Student Learning Outcomes/Learning Objectives**

### **Hist 2322 Course Learning Objectives**

#### **Unit 1 – Origins of the Cold War**

1. Explain the problems Latin America had in terms of land ownership and her economy.
2. Explain the problems Southeast Asia had in terms of religion and her economy.
3. Explain the problems the Middle East had in terms of religious divisions and borders.

4. Discuss problems in Africa around 1900 in terms of borders, government and collaborators.
5. Identify inventions that made the subjugation of Africa possible.
6. Discuss *La Reforma* of Juarez.
7. Discuss the problems facing Huerta.
8. Discuss how the Ottoman Empire ruled the Middle East.
9. Identify the "Treason of Trianon" and what resulted.
10. Discuss religious difficulties in the Indian Subcontinent and how they were resolved.
11. Discuss the Boxer rebellion and what resulted.
12. Explain why the second set of the Open Door notes were dangerous.
13. Show how Japan followed a different path from China and what resulted.
14. Distinguish between Cold Warriors and realists, and show what results from their theories.
15. Note the arguments realists give for their position.
16. Explain why there is antagonism between the United States and the Soviet Union.
17. Describe the foreign policy of Peter the Great and discuss its problems.
18. Identify the main contributions of Lenin's thought and identify the problems he faced.
19. Describe Lenin's views on economics, and show how and why he modified them.
20. Discuss the Allied invasion of Russia in 1918-1919.
21. Identify the main provisions of Stalin's thought and show how he put them into practice.
22. Discuss how Stalin collectivized agriculture and what resulted.
23. Characterize Russian and later Soviet foreign policy.
24. Identify the main components of traditional American foreign policy before 1900.
25. Show how American foreign policy changed at the turn of the century and how these changes affected relations with the Soviet Union.
26. Identify the provisions of the Treaty of Versailles and show why Europe regarded the 14 points as naive or dangerous
27. Identify Lodge's objections to Wilson's program.
28. Show how the British and Soviet differed from the United States in their views on World War II.
29. Identify problems and disagreements facing the World War II coalition.
30. Show how the alliance broke up in 1945.
31. Identify the main provisions arranged at the Yalta conference.
32. Show how the foreign policy requirements of the United States were similar to those of the Europeans in 1945.
33. Show how the Soviet Union tried to cash in on her wartime victory and how the United States attempted to block these moves and evaluate their success.

34. Explain what the Truman Doctrine was designed to do, why, and how it carried out its mission.
35. Discuss the impact and problems of the Truman Doctrine.
36. Explain the “lessons” the United States learned from the Greek Civil War.
37. Explain what the Marshall Plan was designed to do, and how it passed Congress.
38. Show the problems in the Marshall Plan.
39. Show how the Soviets responded to the Marshall Plan.
40. Explain how and why the United States attempted to help Germany in 1948.
41. Discuss the impact of the Berlin airlift of 1948

### **From the Reading on Collective Security**

1. Distinguish between isolationism, collective security and nationalism.
2. Show how these positions are reflected in the debate over the Treaty of Versailles.

### **From the Reading on Ataturk**

1. Identify the event that turned much of Europe against the Turks.
2. Identify the reforms of Ataturk.

### **Unit 2 – EARLY Cold War**

1. Discuss the debate in the Soviet Union between the hawks and the doves following the Berlin air lift.
2. Discuss the German economic miracle and its results.
3. Discuss the development of NATO and what resulted.
4. Explain what NSC-68 said and show its significance.
5. Identify the recommendations of NSC-68.
6. Identify the problems the realists had with NSC-68.
7. Discuss the long-term problems associated with NSC-68.
8. Describe how Eisenhower changed the conduct of the Cold War.

9. Discuss Khrushchev's programs for the Soviet Union, especially agriculture.
10. Describe problems in the Soviet military in the 1950s.
11. Explain what Sputnik was, and how Eisenhower responded.
12. Show what happened when the U-2 was shot down in 1960 and the problems it revealed.
13. Show how Europe became more independent in the late fifties.
14. Discuss how the Soviet Union reacted to changing world events and evaluate its success.
15. Discuss traditional Russian foreign policy in the Far East.
16. Show how the United States supported Chiang and what resulted.
17. Identify the new ideas Mao put forward and distinguish them from Lenin's.
18. Explain how and why the Korean War started and how the United States reacted.
19. Explain why the Chinese crossed into Korea and why the United States was unprepared.
20. Explain how and why the Korean War ended.
21. Explain what resulted from the Korean War.
22. Show the problems the Soviet Union faced in Eastern Europe.
23. Characterize the experience of postwar Poland.
24. Discuss post World War II communism Czechoslovakia.
25. Discuss post World War II situation in Yugoslavia.
26. Explain why Khrushchev denounced Stalin.
27. Describe events in Poland in the summer of 1956.
28. Describe the difficulties facing the Polish economy in the 1960s and 70s.
29. Describe events in Hungary in the fall of 1956.
30. Describe the creation of Israel, the war that followed it, and its results.
31. Discuss the return of the shah into Iran in 1954.
32. Explain what the Eisenhower Doctrine said and how it was used in Jordan.
33. Describe the situation in Lebanon in 1957.
34. Discuss what provoked the Suez crisis of 1956 and how Eisenhower reacted.
35. Show what resulted from the Suez crisis.
36. Describe Eisenhower's policy to Latin America and how they reacted.
37. Discuss the overthrow of the Guatemalan government in 1954.
38. Identify the event that changed Eisenhower's thinking on Latin America.
39. Show how and why the Eisenhower administration and Europe reacted to Castro.

### **From the Reading on The Common Market**

1. Discuss the problems posed to the Common Market by the newly independent former Soviet satellites.

2. Explain how the Maastricht treaty exposed problems in Common Market countries.
3. Explain how Turkey's request for admittance to the Common Market has divided the institution.

### **From the Reading on the Second Great Red Scare**

1. Explain how the Alger Hiss trial and conviction helped lead to the Red Scare.
2. Show how the trial and conviction of the Rosenbergs lead to the Red Scare.
3. Show why McCarthy was popular.
4. Account for the downfall of McCarthy and its long term results.

### **Unit 3 – The cold war in the 1960s and 1970s**

1. Discuss Kennedy's views on foreign policy.
2. Explain why there was a Berlin Crisis in 1961 and what resulted from it.
3. Explain why the Soviet Union moved missiles into Cuba in 1962.
4. Discuss when the United States discovered the missiles and how the Americans reacted.
5. Identify the results of the Cuban Missile crisis.
6. Explain why Ngo Dinh Diem had become an embarrassment to the United States and what Kennedy did about it.
7. Describe the situation in Vietnam between 1963 and 1965.
8. Explain why there was a Gulf of Tonkin resolution, what it said, and what resulted.
9. Show how problems arising from Rolling Thunder exposed weaknesses in American logic.
10. Discuss why Lyndon Johnson Americanized the war in 1965
11. Explain the problems associated with ill-defined purposes and methods in Vietnam.
12. Explain how the North Vietnamese and Americans differed on their views of the Tet Offensive, and show how it impacted American domestic politics.
13. Explain what Vietnamization was and why it was instituted.
14. Discuss the Cambodian incursion of 1970.
15. Show how and why the war ended in January, 1973.
16. Discuss the impact of the war on the United States and Soviet Union.
17. Discuss why there was a Sino-Soviet split and what occurred as a result.

18. Explain why Mao began the Great Leap Forward and evaluate its success.
19. Explain why the Cultural Revolution occurred in 1965, evaluate its success and show how it became a model elsewhere.
20. Describe China after the Cultural Revolution.
21. Describe developments in Korea in the mid-Cold War.
22. Describe how Indira Gandhi changed India.
23. Explain the intervention into the Dominican Republic.
24. Describe the overthrow of Allende.
25. Describe the debate between globalists and realists over Israel.
26. Describe the results of the Yom Kippur War.
27. Describe the Gasoline crisis of 1973 and what resulted.
28. Describe the Baifran revolt and discuss its causes and outcomes.
29. Explain why détente began after 1963.
30. Identify the problems the United States experienced with France and Europe.
31. Explain the role of arms control in creating détente.
32. Explain what the Brezhnev Doctrine was and how it created problems in the Eastern bloc.
33. Explain how Nixon and Kissinger viewed the Cold War.
34. Define the Nixon Doctrine and discuss the problems associated with it.
35. Evaluate linkage and détente.

### **From the Reading on Desertification**

1. Explain why Khrushchev tried to bring more land under cultivation and what resulted.
2. Explain what happened to the Aral Sea as a result of Soviet policies.

### **From the Reading on French Imperialism**

1. Explain how imperialism affected colonial areas' economies.
2. Identify the problems with French imperialism in Vietnam.

### **Unit 4 – struggle and collapse of the cold war**

1. Discuss the controversy surrounding the Jackson-Vanik amendment.

2. Show what events undermined détente.
3. Discuss the main provisions of the Helsinki Accords and their impact on détente.
4. Discuss the differing views of Cyrus Vance and Zbigniew Brzezinski and show how they impacted Carter's foreign policy.
5. Explain how the Soviet Union reacted to Carter's initiatives.
6. Discuss the Soviet economy.
7. Identify the successes of the Carter presidency.
8. Identify the problems with Carter's foreign policy.
9. Describe the problems associated with the Soviet invasion of Afghanistan.
10. Describe Reagan's first term foreign policy.
11. Explain why Reagan began his military buildup and how others reacted.
12. Show how and why Reagan's policy changed after 1984.
13. Discuss why the "Star Wars" program was developed and what criticisms it produced.
14. Show Gorbachev's role in ending the Cold War.
15. Define *Perestroika* and evaluate its effectiveness.
16. Describe Gorbachev's economic policy and evaluate its success.
17. Describe the breakup of the Soviet Union in 1991.
18. Explain why the Soviets wanted Eastern Europe, what changed their minds, and how they and Eastern European leaders reacted.
19. Explain what the Sinatra Doctrine was and show its results in Eastern Europe.
20. Describe the problems in the Polish economy.
21. Describe the rise of Solidarity its goals and its relation to the Catholic Church.
22. Describe the unification of Germany and what resulted.
23. Show how Yugoslavia is a test case of Eastern European troubles in the 1980s.
24. Explain why and how Yugoslavia split up.
25. Explain why war occurred in Bosnia and what its results were.
26. Describe American policy in Kosovo and evaluate its success.
27. Describe allied differences over Bosnia and other peace-keeping operations.
28. Describe the problems afflicting in Eastern Europe as the Cold War ended.
29. Identify the problems facing the Middle East after the Cold War.
30. Discuss Saddam's domestic and foreign policy.
31. Explain why Saddam attacked Kuwait, how Bush reacted, and how the war was viewed by others.
32. Discuss the issue of nuclear materials in Iraq.
33. Show how George W. Bush justified the second attack on Iraq and what problems were associated with it.
34. Discuss American policy in Afghanistan, showing Pashtunism and the role of the CIA.
35. Identify the problems facing Africa as the Cold War ended.
36. Identify problems facing Latin American economies as the Cold War ended.
37. Discuss the ecological problems facing Latin America.

38. Show how currency devaluation affected Latin America and what resulted.
39. Show how African and Latin American immigration are the same and different.
40. Show how the Chinese economy has changed and what she still struggles with today.
41. Explain why Japan did not play a large role in the Cold War.
42. Explain why North Korea is such a problem for the United States and our allies.
43. Describe the Soviet Union as the Cold War ended.
44. Describe the United States as the Cold War ended.
45. Identify the risks posed by the end of the Cold War.
46. Explain how the United States' foreign policy reflected its drive for security.

### **From the Reading on The Shia Revival**

1. Explain why the Sunnis dislike and distrust the Shias.
2. Explain how the Sunni-Shia rift impacted Lebanese history.
3. Explain how the Sunni-Shia rift impacted Iraqi history.

### **From the Reading on Ogaden**

1. Explain how and to what extent the Horn of Africa posed strategic problems for the United States and the Soviet Union.
2. Show how events in the Ogaden helped scuttle détente.