# HIS201 Introduction to Historical Events
## (3 credit hours)
## Course Syllabus

## What's This Course About? (Description)

This introductory course involves a study of historical events/themes through the lens of cultural, economic, political, intellectual, and social history. This course stresses original and academic research to promote critical thinking, historical understanding, and cultural literacy.

HIS201 will present you with a range of historical topics/themes that may include historical events, periods of history, etc., at the discretion of the instructor, to help you develop research and critical thinking skills that are applicable to all academic areas.

## Where are We Going? (Course Outcomes)

By the end of this course, you will be able to:

1. Identify and apply historical causation, continuity and change, comparison, and contextualization to a historical event(s).
2. Explain how historical and cultural diversity and perspectives affect historical events.
3. Write and present a historical narrative.
4. Research historical artifacts and write a personal reflection on this experience.

## Are there Any Course Prerequisites/Corequisites?

ENG 142

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## What Are the Required Textbook(s) and Resources?

No textbook required; this course uses open resources.

Be sure to also review the weekly **Explore** sections for additional library or web resources. For access to databases, research help, and writing tips, visit the [Tiffin University Library](#).

## How Should I Spend My Time?

### Time Commitment and Management

Effective time management is possibly the single most critical element to your academic success. To do well in this online class you should plan your time wisely to maximize your learning through the completion of readings, discussions, and assignments. Because of our accelerated, seven-week term, TU online courses are designed with the expectation that you dedicate a little over **six (6)** hours per credit hour to course activities and preparation **each week**. For example, for successful completion of a three-credit, seven-week online course you should reserve roughly **twenty (20) hours per week**.

To help you plan your time and keep you on track toward successful completion, this course maintains a distinctive rhythm for assignment due dates:

1. All times assume Eastern Time (GMT-4).

2. Weeks begin at 12:00 am on Monday and end at 11:55 pm on Sunday.

3. Unless otherwise noted, initial assignments or discussion posts are due by **11:55 pm** on **Wednesdays.**

4. Additional assignments or follow-up discussion posts are due by **11:55pm** on **Saturdays, and**

5. Major assignments and reflections are typically due by **11:55 pm** on **Sundays.**

## How Will I Show What I Have Learned? (Assessments)

Throughout this semester, we will do a variety of activities. Every week you will participate in a discussion forum, a collaborative workshop, and write an essay.

The forums are a way for you to ease into the topics for the week. They do not require outside research. Instead, they are more focused on you responding and reflecting to a particular topic. Think of these forums as a chance for you to engage with your classmates in a friendly yet constructive dialogue. The workshops build on the forums

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but require more critical thinking. These workshops will ask you to respond to a prompt and then evaluate a student's post.

Every week you will also write an essay. These essays are worth more than the discussion forums and workshops. The essays will require a deeper level of critical thinking and research. You will need to also find one library resource for each of these essays to help support your ideas and arguments.

In addition to these activities, you will also submit parts of your final narrative project (prompt posted in Moodle). All of these assignments in one way or another strengthen the skills listed above in the course outcomes section.

## How Will I Be Graded?

The chart below identifies the individual contributions from each type of activity.

| Activity | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Total |
|---|---|---|---|---|---|---|---|---|
| Discussion | 10 | 10 | 10 | 10 | 10 | 10 | 10 | **70** |
| Workshop | 25 | 25 | 25 | 25 | 25 | 0 | 25 | **150** |
| Essay | 50 | 50 | 50 | 50 | 50 | 50 | 0 | **300** |
| Final Project (Historical Narrative) | 0 | 0 | 25 | 50 | 0 | 50 | 355 | **480** |
| **Total** | **85** | **85** | **110** | **165** | **85** | **110** | **390** | **1000** |

## Grading Scale

A: 90-100% | B: 80-89% | C: 70-79% | D: 60-69% | F: <60%

## How is this course Aligned within my program's curriculum?

All TU courses feature a "Key Assessment" that provides students with the opportunity to demonstrate core competencies and shows how the course fits within the broader curriculum.

For this course, our final narrative project will be a key assessment, as it relates to the overall course outcomes in one way or another.

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## What Will We Cover?

Refer to the following table as your weekly planning guide. Remember: assignments are due by 11:59 PM (Eastern Time) on the day specified.

**<Course No. and Title>**

| Week | Topic | Wed Tasks | Sat Tasks | Sun Tasks |
|------|-------|-----------|-----------|-----------|
| 1 | 1900-1920<br><br>• "Hawaiian" Music<br>• Vaudville<br>• Irish-American Music<br>• World War I Music | • Activity A: Intro Post<br>• 1.1 Forum Post<br>• 1.2 Workshop (Part I) | • 1.2 Workshop (Part II) | • 1.3 Essay<br>• 1.4 Two proposed topics (final project) |
| 2 | 1920-1930<br><br>• Jazz<br>• Blues<br>• Spirituals | • 2.1 Forum Post<br>• 2.2 Workshop (Part I) | • 2.2 Workshop (Part II) | • 2.3 Essay<br>• 2.4 Final Narrative Resource Identification |
| 3 | 1930-1950<br><br>• Swing<br>• Depression Folk<br>• Country<br>• World War II Music | • 3.1 Forum Post<br>• 3.2 Workshop (Part I) | • 3.2 Workshop (Part II) | • 3.3 Essay<br>• 3.4 Source List (Final Project) |
| 4 | 1950-1960<br><br>• Doo-wop<br>• Pop<br>• Early Rock | • 4.1 Forum Post<br>• 4.2 Workshop (Part I) | • 4.2 Workshop (Part II) | • 4.3 Essay<br>• 4.4 Working Draft (Final Project) |
| 5 | 1960-1980<br><br>• Psychedelic Rock<br>• Funk<br>• Disco | • 5.1 Forum Post<br>• 5.2 Workshop (Part I) | • 5.2 Workshop (Part II) | • 5.3 Essay<br>• 5.4 Apply revisions (Final Project) |
| 6 | 1980-1990<br><br>• New Wave<br>• Rap<br>• Punk | • 5.1 Forum Post<br>• 5.2 Workshop (Part I) | • 6.2 Workshop (Part II) | • 6.3 Essay<br>• 6.4 Submit Part I (Final Project) |
| 7 | 1990-Present<br><br>• Grunge<br>• Mumble Rap<br>• Country | • 7.1 Forum Post<br>• 7.2 Workshop (Part I) | • 7.2 Workshop (Part II) | • 7.3 Essay<br>• 7.4 Submit Part II (Final Project) |

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## How Can I be Successful in this Course?

Successful online learning requires a good deal of self-discipline and self-direction. As seekers of the truth, we should be willing to challenge and review one another's academic work in a spirit of respectful comradery and constructiveness. You should accept constructive feedback as a gift. Your course is a place for you to stretch and grow as you benefit from the expertise, knowledge, experience and diverse perspectives of your instructor and peers. Constructive feedback will challenge you to stretch your own thinking, thereby expanding your knowledge, understanding and application.

To get the most out of your learning experience, you should actively engage (participate) in **ALL** course activities. Course elements in any given week are arranged chronologically. To complete a week, simply work your way "down the page" through all of the course materials and activities.

## For More Information:

Be sure to review the Support, Policies, and Procedures addendum.