09-18
AP-9/8/09
INFO-10/6/09

Undergraduate Distance Education Review Form

(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

Existing and Special Topics Course

Received

Course: HIST 195 History of the Modern Era

Instructor(s) of Record: R. Scott Moore

Phone: 7-2284

Email: rsmoore@iup.edu

Liberal Studies

Step One: Proposer

A. Provide a brief narrative rationale for each of the items, A1- A5.

1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?

Dr. Moore has been using WebCT in his classes for the last 7 years and its use in his classes has become an important element in all of his classes. In addition, Dr. Moore has used other technologies in his classes, such as Second Life, Adobe Connect Pro, threaded discussions, podcasts, and webcasts. His interest in technology influences both the way he teaches, and the way he conducts research.

2. How will each objective in the course be met using distance education technologies?
Objectives from original History 195 Syllabus of Record:

Objective 1 - To introduce students to the discipline of history by involving them in historical questions, problems, and theories. This objective will be met through the students reviewing PowerPoint presentations with accompanying audio on WebCT, reading corresponding chapters in their textbook, viewing online readings in WebCT, and participating in threaded discussions guided by instructor constructed questions based on primary source materials. The threaded discussions will include questions that focus on concepts common to the different geographical areas and chronological periods and will ask students to compare and contrast these concepts (such as revolution, democracy, political rights, social changes, etc.). The students will demonstrate their understanding of this objective primarily through the quality of their short paper assignment and the quality of their participation in the online discussions, but also their performance on unit exams.

Objective 2 – To introduce students to the varieties of history (political, economic, social, and cultural). This objective will be met through the students reviewing PowerPoint presentations with accompanying audio on WebCT, reading corresponding chapters in their textbook, and viewing online readings in WebCT. The students will demonstrate their understanding of this objective primarily through the quality of their group project, but also by their performance in the online discussions and on unit exams.

Objective 3 – To ensure that students are aware of the rich tapestry of history by exposing them to the diversity of cultures and subcultures. This objective will be met through the students reviewing PowerPoint presentations with accompanying audio on WebCT, reading corresponding chapters in their textbook, viewing online readings in WebCT, and participating in threaded discussions guided by instructor constructed questions based on primary source materials. The students will demonstrate their understanding of this objective through their performance on unit exams.

Objective 4 – To facilitate an understanding of the techniques and skills of the historian. This will be met through several ways. The students will read a variety of primary sources online (readings, images, videos) in WebCT and will participate in a weekly threaded discussion on these primary sources. They will also complete an internet research assignment designed to demonstrate an understanding of how to

Recommendation: ☑ Positive (The objectives of this course can be met via distance education)

☐ Negative

Signature of Department Designee 4/17/09 Date

Endorsed: Signature of College Dean 4/21/09 Date

Forward form and supporting materials to Liberal Studies Office for consideration by the University-wide Undergraduate Curriculum Committee. Dual-level courses also require review by the University-wide Graduate Committee for graduate-level section.

Step Three: University-wide Undergraduate Curriculum Committee Approval

Recommendation: ☑ Positive (The objectives of this course can be met via distance education)

☐ Negative

Gail S. Sechrist 9/10/09

Signature of Committee Co-Chair Date

Forward form and supporting materials to the Provost within 30 calendar days after received by committee.

Step Four: Provost Approval

☒ Approved as distance education course ☐ Rejected as distance education course

9/24/09

Signature of Provost Date

Forward form and supporting materials to Associate Provost.

Hardware/Software Requirements:

Please check your web browser for the current version. In order to use WebCT, your web browser must meet the following minimum technical requirements:

- Microsoft Internet Explorer 6.0 or higher.
- Netscape Navigator 7.0 or higher.
- Firefox 1.0 or higher
- Safari 1.2 or higher
- JavaScript must be enabled.
- Cookies must be enabled.

For more information and help, visit http://www.iup.edu/itsupportcenter/howto.aspx?id=39001

Online Courses:

There are several things that this course is not. It is **NOT**:

- Self-paced - there will be deadlines that you will need to meet throughout the course.
- An independent study – you will need to participate, interact, and work with other students.
- Easier or less work than a traditional course – For an online course you should expect to spend 3-4 hours of work per credit hour per week, so for this course you will need to commit to 9-12 hours of work per week. If you are not prepared to commit this amount of time to this course, perhaps you should reconsider enrolling.

Taking an online course brings a different set of responsibilities from a traditional on-campus course. All of us (students and instructors) have outside lives and responsibilities and thus it is unrealistic to expect people to be online 24 hours a day, 7 days a week. Please allow your colleagues 24-48 hours to respond to you. Likewise, please try to respond to your colleagues in a timely fashion. Logging into the classroom three times a week would be the minimum requirement for being a productive participant and keeping up with the assignments. Making your posts and submitting your assignments at the last moment does not give your colleagues enough time to respond. If you are consistently late with your responses and work, I will have to move you into a "remedial group."

My role in this online class is different from that of a traditional on-campus class. The weekly assignments replace my traditional classroom lectures, while postings in the different forums will replace classroom discussions. I will be closely monitoring these online discussions and will provide input when asked to, or when I feel that I need to do so. Students who are used to instructors providing guidance every step along the way may feel some insecurity at first.

Broad Coarse Goals:

This course is an introduction to history and its primary goal is to show how the historian works and derives conclusions about the past from historical documents and other sources (archaeology, numismatics, epigraphy, etc.). In terms of subject matter, the course covers the history of the world from the eighteenth century to the present times. Throughout the course, we will focus our attention on the "common person" in an attempt to understand how people really

- Online discussion 3
- Exam 1

Week 4 – Africa, 1400-1800
- Online discussion 4

Week 5 - West Asia, 1400-1800
- Online discussion 5

Week 6 – East Asia, 1400-1800
- Online discussion 6
- Exam 2

Week 7 - Europe's Expansion in the 18th Century
- Online discussion 7
- Internet Assignment due

Week 8 – Revolutions
- Online discussion 8

Week 9 - The Industrial Revolution in Europe & Ideologies and Upheavals, 1815-1871
- Online discussion 9
- *All Quiet on the Western Front* Due

Week 10 – Urban Life & Nationalism
- Online discussion 10
- Exam 3

Week 11 – The West and the World & World War I
- Online discussion 11
- Rough draft of the group project is due

Week 12 – The Age of Anxiety in the West & WWII
- Online discussion 12
- *If I Die in a Combat zone* Due

Week 13 – Middle East
- Online discussion 13
- Group Project due

Week 14 - Post World War II to the Present
- Online discussion 14

Week 15 – Exam Week
- Exam 4

✓ **Grading:** Missed exams **cannot** be made up unless cleared with me **prior** to the test. All assignments must be completed in a timely manner to receive a passing grade for the course. Students who fail to complete any of the assignments can receive a failing grade for the course. The final grade will be based upon four exams, an internet assignment, and participation in online discussions using the following percentages:

- Online Discussions – 35 %
- Group Project - 15%
- Internet Assignment – 10 %
- Exams (4) – 30 %
- Short Paper – 10 %

The grading scale that will be used in the class is:
A – 90 to100 %
B - 80 to 89.5 %
C - 70 to 79.5 %
D - 60 to 69.5 %

Responds with minimum effort, such as "I agree with the previous post."	Posting does not clearly reflect the assigned primary sources or the posted question.	Less than the required number of postings or does not further any discussions.	Does not reference the week's readings or PowerPoint presentations.	1

At the end of each week, I will send out an email summarizing the week's discussion and adding my thoughts to the discussion.

Internet Assignment – 10%

First visit and read the following websites:

- *Historians and the Web: A Beginner's Guide* (http://www.historians.org/perspectives/issues/1996/9601/9601COM3.CFM).
- *Reference Shelf: Evaluating Online Resources* (http://edsitement.neh.gov/reference_shelf_evaluating.asp)
- *Thinking Critically about World Wide Web Resources* (http://www.mscare.org/cmsc/Articles-Thinking-Critically-about-World-Wide-Web-Resources.html).

Pick a topic covered by the chronological span of this class – French Revolution, World War II, Civil Rights Movement, etc. Next, for your specific topic, find 5 internet sites that you would consider "good" web sites and 5 ones that you would consider "bad" web sites, based upon the criteria in the websites. For each one give the address and name and write a short paragraph about why it is a bad or good site based upon your reading of the websites and the criteria presented in the three websites. Then find 5 online databases that would be beneficial to someone doing research on your topic to research - these can be databases of primary sources, images, articles, dissertations, etc. For each one, list the name, address and include one item that is in the database that deals with your topic. Finally, as a conclusion, explain to me what search engine you used and why.

Group Project – 15%

I will break you into groups of 4-5 students. Each group will need to pick a topic covered by the course. The group will then construct a webpage on the class wiki (we will be using wikidot.com) that explains its chosen topic and the topic's historical significance. A rough draft of the group project will need to be sent to me 2 weeks before its final due date so that I can provide feedback to the group. After I receive the final draft of the project I will grade the group project based on its accuracy, detail, spelling, grammar, and aesthetics. In addition, each group member will submit to me an evaluation of each group member's participation. This participation grade will account for 30% of your individual group project's final grade.

Short Paper – 10%

During the course of the class, you will need to read two novels, *All Quiet on the Western Front* and *If I Die in a Combat Zone*. These works will be used in two ways. First, you will be responsible for the material in them and will be tested on them in exams 3 and 4 – All *Quiet on*

Organization & Coherence	Uses a logical structure appropriate to paper's subject, purpose, audience, thesis, and disciplinary field. Sophisticated transitional sentences often develop one idea from the previous one or identify their logical relations. It guides the reader through the chain of reasoning or progression of ideas.	Shows a logical progression of ideas and uses fairly sophisticated transitional devices; e.g., may move from least to more important idea. Some logical links may be faulty, but each paragraph clearly relates to paper's central idea.	May list ideas or arrange them randomly rather than using any evident logical structure. May use transitions, but they are likely to be sequential (first, second, third) rather than logic-based. While each paragraph may relate to central idea, logic is not always clear. Paragraphs have topic sentences but may be overly general, and arrangement of sentences within paragraphs may lack coherence.	May have random organization, lacking internal paragraph coherence and using few or inappropriate transitions. Paragraphs may lack topic sentences or main ideas, or may be too general or too specific to be effective. Paragraphs may not all relate to paper's thesis.	No appreciable organization; lacks transitions and coherence.
Support	Uses evidence appropriately and effectively, providing sufficient evidence and explanation to convince.	Begins to offer reasons to support its points, perhaps using varied kinds of evidence. Begins to interpret the evidence and explain connections between evidence and main ideas. Its examples bear some relevance.	Often uses generalizations to support its points. May use examples, but they may be obvious or not relevant. Often depends on unsupported opinion or personal experience, or assumes that evidence speaks for itself and needs no application to the point being discussed. Often has lapses in logic.	Depends on cliches or overgeneralizations for support, or offers little evidence of any kind. May be personal narrative rather than essay, or summary rather than analysis.	Uses irrelevant details or lacks supporting evidence entirely. May be unduly brief.

SYLLABUS -- University Wide Undergraduate Curriculum Committee Format

II. Course Objectives:

To introduce students to the discipline of history by involving them in historical questions, problems, and theories, e.g. what is the relevance of primary sources?, what is the nature and role of historical interpretation? This objective may be achieved, for example, through the examination of "Revolution" with a comparison of the American, French, Russian and Chinese Revolutions; students may study revolution as a historical phenomenon, examine the various historical schools of thought and study the various documents of these revolutions.

To introduce students to the varieties of history--political, economic, social, cultural--through, for example, the development of Europe and America, their global context, and their global impact. Among the ways this objective may be achieved, for example, might be a study of the Age of Expansion and Colinization, investigation of the political, economic, social, and cultural roots of the European imperialistic development, comparison of the European societies with societies that their enterprises penetrated (e.g. North American, Latin American, and non-Western societies), and understanding the the reciprocal impact of this world-wide European movement on both groups of societies.

To ensure that students are aware of the rich tapestry of history by exposing them to the diversity of cultures and subcultures. This objective may be achieved by examining modern empires from the 17th through the 20th centuries focusing on the diverse groups within the imperial cultures as well as the diverse cultures within the empires (e.g. India and Africa). Contributing this examination might be a study of contrasts between European society such as that of the Hapsburg Empire with its great heterogeneous complexity, and the more unified and homogeneous American society, which includes a variety of ethnic and racial groups.

To facilitate an understanding of the techniques and skills of the historian, applying as appropriate the skills detailed in the Liberal Studies Skill Areas. This may be achieved in assessing historical materials, by distinguishing "historical" fact from "mere" fact, by building historical interpretations, by evaluating different interpretations, by reaching historical conclusions, and by substantiating historical conclusions. Students might examine the Cold War with attention to the historical background of the various parties --the American, Soviet, European, and Third World-- to the various causes of political conflict, to the evolving relationships, and to

of the family, the effects of industrialism, the impact of slavery systems, the influences of a world economy) and further relate it to the broader historical developments.

However, those teaching the course agree that the following topics should be covered:

The Enlightenment
Competition for Empire
Political Revolutions
The Industrdial Revolution
Political Liberalism, Conservatism, and Socialism
Social Reforms - Emancipation, Labor Suffrage
Industrialism and Imperialism
World Wars, Depression, and Revolutions Left and Right
The Cold War
Super Powers, Powers, and Developing Nations

IV. Evaluation Methods

Again, it must be understood that this is a multi-section and multi-instructor course offered by faculty with different approaches to evaluation.

Among the evaluation methods that might be used are inclass examinations (both essay style, and various forms of objective tests), out-of-class essays, take-home exams, book reviews, and reading essays. Currently, history classes at IUP emphasize writing by the students, and it is the department's intent that this continue.

V. Required Textbooks

The Department has established a course reading requirement of between 1000 and 1250 pages with a possible 25% deviation on this requirement depending on the complexity of the reading assignments. Included in the reading requirement must be at least one reading of book length (as distinguished from textbooks, anthologies, workbooks, or manuals) which can be either a primary or secondary historical source. There is agreement that one of the best textbooks is McKay, A History of World Societies. The following are samples of the additional readings assigned by various instructors:

Hedrick, The Tools of Empire
Ward, The Rich Nations and Poor Nations
Nash, Red, White, and Black
Orwell, 1984
Marx and Engels Communist Manifesto
Tocqueville, DEmocracy in America
Mill, On Liberty

LIBERAL STUDIES COURSE APPROVAL FORM

HI 195

HISTORY: THE MODERN ERA

Course Description (the Department of History's working course description: not the Catalog Description)

The course interprets the development of two major centers of civilization, Europe and America, within their global context. It covers various aspects of history (e.g. political, economic, social, cultural), including at least the Age of the Enlightenment through the present. It concerns the ideas and experiences of men and women, various cultures and subcultures. Students should develop their historical consciousness and learn to perceive contemporary events in historical perspective. They should become aware of different scholarly interpretations and gain an appreciation of the nature of primary sources, as expressions of the diversity of thinking across different eras.

to a more significant social, political, economic, and intellectual standing since the Age of the Enlightenment.

B. Aquiring a Body of Knowledge or Understanding Essential to an Educated Person

Our course will present, through discussion, lecture, and readings, a historical consciousness which focuses not only on those pervasive historical "echoes" of our times (e.g. democracy, the modern "isms," and the historical reflections in the arts and literature), but also on specific events, individuals, and institutions, of which a knowledge is part of modern cultural literacy.

SECONDARY

A. Intellectual Skills and Modes of Thinking

2. Literary, writing, reading, speaking, listening

The department has a tradition of student writing in its courses. This writing has consisted of essays and essay examinations, book reviews, and other writing exercises. Likewise, there has been a focus upon reading, especially reading for historical understanding. IUP history classes have traditionally emphasized lecture and discussion in which careful listening is demanded. We expect these aspects to continue in this course.

6. Values

The discipline of history is concerned not only with development of values and value systems as part of the development of civilization but also with the examination of past societies in terms of current values and value systems.

D. Certain Collateral Skills

1. Use of the Library

The department has a tradition of requiring students to use the library. The assignment of essays, term projects, reserve readings, and media is expected to continue in this course.

Part III. D. -- How this introductory course is different from what is provided for beginning majors:

Because of the implications of the Liberal Studies program, a revision of major requirements is currently underway within the department, and it is expected that an alternate introductory course or sequence of courses will be provided for history majors. The department now provides a freshman major seminar, HI 200: Introduction to History. Courses for beginning majors differ from the Liberal Studies course by giving greater emphasis to specific historical interpretations and schools of thought, to applications of the historical method, to the building of skills for advanced courses, and to development of an awareness of history as a profession.

Part III. E. -- Contributions to the student's abilities:

History courses contribute in major ways to students' abilities.

1) This course will require the student to confront major ethical issues of the past by illustrating the repercussions of ethical choices. While providing the luxury of removal from responsiblty, it emphasizes the need of commitment for making such choices. This might be achieved by historical examinations of developments like "Colonialism," "Imperialism," "Fascism," "Racism," and "Sexism" in their historical milieu, and finally with the modern interpretations of these phenomena.

2) The discipline of history stresses definition, framing of questions, analysis and evaluation of outcomes. The course will stress the historical method by showing the student the diversity of historiographical approaches. It will show how this variety influences the selection of primary sources and the ways in which they are used, how historians authenticate those materials, how the evaluation process selects the "historical" fact from "mere" facts, and how this selection culminates in an interpretation. An example of this attempt might well be a careful examination of Charles Beard's economic interpretation of the American Constitution compared to more intellectual or political interpretations, or, in other veins, the problem of causation in relation to the United States' Civil War and/or 20th century wars, or continuity and change in European society.

3) The ultimate goal of the discipline is the communication of knowledge, continual learning, redefinition, continual analysis, and reevaluation as learning and analysis continually brings new directions for the interpretation of the past. Students might participate in this process by writing essays that allow them to analyze historical problems and to deal with the various interpretations to which they have been exposed. They might be encouraged through the examination of the literature, art, or music of a historical period to gain a deeper understanding of that age.

UNIVERSITY CURRICULUM COMMITTEE

Course Analysis Questionnaire

Section A: Details of the Course

A1 The course is designed to fulfill the Humanities: History course in the Liberal Studies program.

A2 This course requires no changes in content of existing courses: however, as the needs of continuing General Education students are phased out, the Department of History intends to restructure its current 100-level courses. Some may be phased out entirely, others may be redesigned or retitled and offered to students as electives. In making these decisions, the department will consider not only its own mission and resources, but also the needs expressed by other academic departments.

A3 This course departs from the earlier patterns of course offerings of the Department of History by its emphasis on the two centers of civilization, Europe and America, and their global context.

A4 No.

A5 No.

A6 It is not a variable credit course.

A7 This course, with variations in chronological and topic coverage.

A8 No.

Section B: Interdisciplinary Implications

B1 The department is not considering a team-teaching approach at this time.

B2 No.

B3 Since it is designed to fulfill the Humanities: History requirement of the Liberal Studies program there is no anticipation of conflicts with other departments.

B4 It has been the policy of the Department of History to make seats available in its course for students in the School of Continuing Education.

C4 The current projections call for forty-five sections in the Fall semester and forty-four sections in the Spring semesters.

C5 Section size will be set at a maximum of forty.

C6 No.

C7 This course will be a Liberal Studies requirement. In reality it has the potential of reducing the number of electives available to majors, depending upon future staffing. The addition of this course requirement will not necessitate an increase in the 124-credit program of students in the Department of History.

Section D: Miscellaneous

No additional information

SAMPLE INDIVIDUAL INSTRUCTOR SYLLABI

Miscellaneous Information

The three extra quizzes are designed to allow for periodic class absences due to illness or other conflicts No quizzes may be made up except for cases in which the student is (A) involved in an athletic competition or (B) hospitalized. No other circumstances justify making up a quiz. NOTE: Students do NOT have the option of taking a quiz and then leaving the class. If a student chooses to do this his/her quiz will not be graded.

There will be no excused absences on days of major examinations, unless the instructor has been forewarned of such absence and has given prior approval at least one hour before the scheduled time of the major examination. Instructor can be reached at office (2162) or home (463-0058). The only excuses for failure to take exams at assigned times are illness requiring medical attention or unforeseen emergency. Students failing to take exams at assigned times (without permission) may take make-ups, but scores will be reduced by twenty percent.

VII. Outline of Assigned Readings, Quizzes, and Examinations

			Text Assignments
September	7	Introduction	
	12	The Age of Reason	21
	14	The Pursuit of Happiness	22
	19	The American Revolution	25
	21	The French Revolution	
	26	Reform and Romanticism	27
	28	A Century of Progress	28
October	2	EXAM NUMBER ONE: 9:00 PM MCVITTY AUDITORIUM, SPROWLS HALLS	
	5	Race and Empire	30
	10	The US and Latin America	31
	12	Breakdown: World War I	32
	17	Post War Shock	34
	19	Global Depression	
	24	The Rise of Japan	33
	26	Reprise: World War II	35
	31	Holocaust	35
November	1	EXAM NUMBER TWO: 9:00 PM MCVITTY AUDITORIUM, SPROWLS HALLS	
	7	The War Europe Lost	36
	9	Roots of the Cold War	
	14	The World of Ghandi	
	16	Modern Africa	37
	21	The Chinese Revolution	
	28	The 1960: Reform & Revolution	38
	30	The Legacy of M.L. King	
December	5	Woman's Place	39
	7	Third World Dilemma	
	12	Ending the Arms Race	40
	14	The Shape of Things to Co	

EXAM NUMBER THREE: (TO BE SCHEDULED IN FINAL EXAM PERIOD)

HISTORY: THE MODERN ERA

Fall Semester 1990

Dr. Charles Cashdollar

I. COURSE OBJECTIVES

A. Framing Historical Argument--Reading, Writing, and Speaking. You should understand what historians think are important questions, what they consider good evidence, and how they organize their thoughts to convince others. You should be able to recognize this when you read or listen to others, and you should be able to do it yourself when you write or discuss.

B. Cultural Literacy and Appreciation. You should be familiar with the people, terms, and events that enable you to see the world around you with new eyes and greater understanding, whether you are reading a newspaper, watching the evening news, visiting a museum, or helping to shape tomorrow's world. Part of this understanding is an appreciation of the contributions of women and men from all cultures, races, and nationalities.

II. COURSE READING (Available for purchase in the Coop Store)

Georges Lefebvre, The Coming of the French Revolution
Ethel Spencer, The Spencers of Amberson Avenue
Theodore Von Laue, Why Lenin? Why Stalin?
Philip Metcalfe, 1933
Kenneth Jackson, The Crabgrass Frontier: The Suburbanization of the United States

III. LECTURE AND DISCUSSION TOPICS

Introduction -- Studying History

Enlightenment, Revolution, and Liberty
- On the Shoulders of Giants: 1. Isaac Newton's Cambridge
- On the Shoulders of Giants: 2. Ben Franklin's Philadelphia
- Two Revolutions: 1. Britain Loses Its American Colonies
- Two Revolutions: 2. Discussion of Coming of the French Revolution
- Two Revolutions: 3. America and France Compared
- The Contagion of Liberty: 1. Revolution Everywhere!
- The Contagion of Liberty: 2. Freedom for Serfs and Slaves

The Industrial World
- Technology Reshapes Life and Work
- The Middle Class: Discussion of Spencers of Amberson Avenue
- The Workers: The People of Homestead, Pennsylvania

First Examination -- October 1

V. EVALUATION AND GRADING

25% -- First Examination
25% -- Second Examination
30% -- Third Examination
20% -- Out-of-Class Writing Assignments

The three **Examinations** each include brief paragraph-style identification questions (based solely on the lectures) and longer essay-style questions (based on the lectures and the reading). The first examination covers course work from the beginning of the semester; the second and third cover material since the previous examination. Make-up exams will be given only if you have made an alternate arrangement with the professor at least 48 hours prior to the date, or if you have a validated last minute illness or emergency.

There are two kinds of **Out-of-Class Writing Assignments** based on the books you are reading. For each book you will receive a separate assignment sheet indicating which type or types of writing you are to do. (Sometimes you will be asked for only one type, sometimes for both.) These are due on the day the book is to be discussed in class. Because these papers are considered preparation for the class discussion, they will not normally be accepted after that class hour ends.

1. **What's in the Book Cards.** These check whether you actually read the book and understood it. Refer to instruction sheet for format. Graded 0-5 points. These count for 1/2 of your Out-of-Class Writing score.

2. **What Do You Think Paper.** These 1-2 page essays help you to begin thinking and making some judgments about what you are reading. The assignment sheet for each book will tell you the topic for your paper. Graded 0-3 points. These count for 1/2 of your Out-of-Class Writing score.

VI. DR. CASHDOLLAR'S SCHEDULE

History Department: MWF 8:30-9:15
Keith Hall 211
Telephone: 357-2513

Liberal Studies Office: Daily (unless in a meeting)
Sutton Hall 352
Telephone: 357-5715

NOTE: HI195 received "provisional approval" from the Liberal Studies Committee on January 19, 1989. This permitted the department to teach the course through the Fall semester 1990. (Senate minutes, February 1989) The course is now being submitted for regular, permanent approval.

WebCT Access

If you are interested in viewing the materials in their online format, you log in using:

ID: iupwpc

Password: guest

It should show up as:

HIST 195 History of the Modern Era - Online
Instructor: Scott Moore

HIST 195 History of the Modern Era - Online - WebCT 4.1.5 - Mozilla Firefox

File Edit View History Bookmarks Tools Help

http://webct.iup.edu/SCRIPT/HIST195_SM3/scripts/serve_home

UK: Fri 04:56 US Eastern: Thu 23:56 Cyprus: Fri 06:56 Most Visited Getting Started Latest Headlines Customize Links

Google Search Bookmarks Check AutoLink AutoFill Send to Settings

Norton Cards & Log-ins

HIST 195 History of the Modern E... x

WebCT myWebCT Resume Course Course Map Check Browser Log Out help

Control Panel

HIST 195 History of the Modern Era - Online

View Designer Options

Course Menu

Homepage
Course Info
Class Calendar
Assignments
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Discussions
Chat
Multimedia Lectures
Online Sources
Images
Exams
My Grades
Technical Support

Homepage > Discussions

Discussions

Compose message | Search | Topic settings

Click on a topic name to see its messages.

Topic	Unread	Total	Status
Instructions - Read First	0	1	public, unlocked
Week 1 - Absolutism and Constitutionalism	0	0	public, unlocked
Week 2 - Toward a New World View in the West	0	0	public, unlocked
Week 3 - The Changing Life of the People in Europe	0	0	public, unlocked
Week 4 - Africa, 1400-1800	0	0	public, unlocked
Week 5 - West Asia, 1400-1800	0	0	public, unlocked
Week 6 - East Asia, 1400-1800	0	0	public, unlocked
Week 7 - Europe's Expansion in the 18th Century	0	0	public, unlocked
Week 8 - Revolutions	0	0	public, unlocked
Week 9 - The Industrial Revolution in Europe & Ideologies and Upheavals, 1815-1871	0	0	public, unlocked
Week 10 - Urban Life & Nationalism	0	0	public, unlocked
Week 11 - The West and the World & World War I	0	1	public, unlocked
Week 12 - The Age of Anxiety in the West & WW II	0	0	public, unlocked
Week 13 - Middle East	0	0	public, unlocked
Week 14 - Post World War II to the Present	0	0	public, unlocked
All	**0**	**2**	---

Done

zotero Now: Mostly Sunny, 54° F Fri: 71° F Sat: 69° F

HIST 195 History of ... Corel Paint Shop Pr...

11:56 PM