GENERAL INTRODUCTION

Those of you accessing this page are registered for WWW History 152. My name is Cynthia Smith and I am the instructor for this course. A few points about my background.

I received my Bachelor of Arts degree with Honors from Williams College where I double majored in History and Political Science. So, to make clear from the outset, there is a strong political emphasis in my coverage of the material as my particular passion is political history. To supplement this focus, the assigned textbook has an explicit focus on discussing the *social* history of the civilizations and events we cover. The textbook for this class is McKay, A History of World Societies Vol. 1 to 1715, 8th edition. The assigned readings from the textbook, in conjunction with reading my online class notes (webtext) provide you a fairly comprehensive overview of the political, economic as well as cultural and social developments in societies we look at this semester.

I received my Masters in History from the University of Hawaii and have been teaching in the community college system for over 21 years. I have been a full time instructor at Honolulu Community College for over 20 years.

I am a mother, my son is now 24. For most of his upbringing, I was a single mother and am therefore understanding of the difficulties students face juggling the demands of school, work, and family responsibilities. Please let me know if you face problems posed by these competing demands; I will work with you to try to ensure you fulfill course requirements and succeed in this course.

I have been teaching on the web for over 12 years, and thoroughly enjoy distance teaching. In particular, I enjoy the opportunities to communicate with students and get a better understanding of their thoughts and responses via email work and online discussions. Over the years, I have redesigned and modified the course based on student feedback in order to improve its effectiveness. I appreciate any constructive input you have during the semester about the course.

As a key start to the class, I will start with a few observations about the realities and expectations of the virtual classroom, learning on line, as well as addressing the importance and relevance of studying history.

1) the requirements and benefits of an online course
2) how I teach history
3) some major themes covered in World Civilization 152
THE ONLINE CLASSROOM

TIME REQUIREMENTS
During this Fall semester, we cover 16 Units - one Unit per week. You should expect to spend 4-5 hours minimum a week on the Unit work. This includes time reading the class lectures in the form of webtext 'Chapters', reading assigned pages from the McKay textbook, doing graded assignments and participating in the required class discussion (via bulletin board). Time spent reading the information for a distance course is time you would spend reading a textbook as well as time spent taking notes in the classroom in a traditional setting. So while it seems like a significant amount of time reading, it comes out to approximately the same overall time spent doing the coursework. In addition to the weekly questions, additional assignments (e.g. map exercises, essays, internet research assignment) are due throughout the semester; these are described in the 'course requirements' page. These require additional time during the weeks they are due. In short, be ready to spend time on this course; you will be doing a lot of reading.

In addition to the weekly questions, there is additional work due each week (e.g. map exercises, two essays and an internet research exercise); these are described further in the course requirements page of this class syllabus. These assignments then require additional time during the weeks due. In short, be ready to spend time on this course; in particular, you will be doing a lot of reading.

FORMAT
This course is based on study units. We cover one Unit per week, scheduled over 16 weeks. It is critical that you keep pace with the class schedule; weekly written assignments and posted discussion comments are based on the readings and assignments for the Units covered that week. This is not intended as a self-paced course. You need to submit work on scheduled days and participate in class discussions based on material covered each week. If you fall behind, your discussion comments are lost to the rest of the class, and you lose points for late work.

STUDENT OBLIGATION
Taking a course over the web requires patience, an interest in learning more about technology, and personal discipline. You are responsible for keeping up with the class and maintaining consistent communication. I am always here to help you but the responsibility lies with you to seek the help needed, and to commit the time necessary for academic success. The rewards are many. You are pursuing important and relevant questions about achievements and experiences of different civilizations and the lessons they teach us. In addition, you are honing skills in communication, reading, writing, analysis, as well as increasing your comfort and expertise with the computer.
COMMUNICATION

Email: Communication between instructor and individual students occurs through email. I promise a quick turn-around time; I will return work to you usually within 2-3 days, rarely will it take more than 4 days.

Discussion Program: You will engage in discussions with your fellow classmates on the web using a bulletin board program linked through the Laulima class site. The discussion program is linked through the class Laulima site.

Submission of Assignments: Submission of assignments occurs through email or you post up work on Laulima Assignments. I return graded material through email if that is how work was submitted. Or I post back up onto Laulima Assignments your work with grade and comments.

PACE OF THE CLASS

The work required for this class is done at your own pace. You determine when to do the reading and when you feel ready to enter the class discussion online. However you must complete the weekly questions and your required discussion posting for each study unit by the indicated date. I have broken up the deadlines throughout each week to help you pace the reading and work to be done. For all assignments, the deadlines mean the work is due *by the end of the day*. This deadline can mean into the wee hours of the morning, as long as the work is there in my mailbox by the next morning when I open up my mail. The general deadlines for course work are indicated on the Class Schedule, linked to the Course Directory. The key is to not fall behind. Late assignments result in a loss of points.

GENERAL OBSERVATIONS

A web course differs from a traditional classroom in several respects. There is more responsibility on the student to interact with the teacher. If you do not understand something, I cannot read that in your face or call on you in class to determine how well the idea is grasped. You must communicate with me, and with your fellow classmates, through the computer - through email or the discussion program on Laulima. If you do not make the effort to communicate, you cannot benefit from interaction with the instructor and/or your peers. If you are confused or need more guidance, you have to let me know.

In terms of class discussions, the bulletin board format provides the opportunity for intriguing class discussions since you have time to think about and compose your ideas and responses and do not have to overcome the trepidation of speaking up in class. The discussions will be as interesting as you make them so put some time and thought into sharing your insights, to maximize this class component. On these discussion forums, myriad ideas are expressed and
diverse opinions are shared - another benefit of online learning and teaching. I look forward to getting to know all of you through email and by reading your comments in class discussion.

I know from teaching online in previous semesters that one of the great benefits of teaching over the web is I get to know many of you better than I would if you were sitting in my class. In my face-to-face courses, I usually get to know only some students, those who speak up or come to see me; other students are too shy, too busy or unmotivated. Due to the flexibility and convenience of computer communication, all students write each week – sending in assignments as well as writing with related questions, giving feedback or offering additional insights. One reason I enjoy teaching online is because I have am able to get to know work from each student, understanding and viewpoints.

**STUDYING HISTORY**

There might be some of you who share the attitude some of my students express each semester - the belief that history is the boring study of a bunch of dates and names. Often students come into a history class fearing that taking a history course means just memorizing all that factual stuff long enough to put it down on a test - and then promptly forget it the next week. NOT TRUE!

The real purpose of history is not to memorize when things happened; the more important and intriguing goals are to understand WHY things happened, and to appreciate the SO WHAT implications. History is a discipline in which we analyze questions such as the significance of a new religion, the importance of and experience under a distinctive political system, the effects of the fall of an empire, the reasons for the start of a war, the implications of a shift in class relationships and changes wrought by technological change. In short, history focuses on events not to pinpoint factoids like dates, but rather to better understand the effects, the lessons, and the connections of these events to the lives we live today. Historians analyze how an event, person or idea changed the way people lived then and how we live now. History explores how key events led to the kind of world and kind of problems we face today. It explores what can we learn from the struggles and the triumphs of those in the past. These are the questions historians deal with; specific dates and names merely help us keep track of events and people. The more significant, fundamental purpose and fascinating focus of historical study is to understand causes and effects and to fully understand the story and significance of human experiences.

In this class – in assignments, essays and exams - I will not ask you to repeat back dates and timelines; looking up or memorizing factoids is not a meaningful exercise that cultivates critical thinking. Rather, you will be asked to THINK about the civilizations we cover, address controversial issues, compare differences and similarities between human societies - and relate these insights to 21st century dilemmas we confront now. You are expected to know and write about achievements and struggles which occurred in the past, and indicate how these
topics connect to present day concerns. Another course goal is to cultivate a respectful appreciation for the achievements and unique characteristics of your own as well as other cultures and historical experiences. Perhaps most importantly, you are asked to reflect on what we can learn from the mistakes and distinctive accomplishments of past cultures.

If you approach history looking at these kinds of issues, tapping into the basic human curiosity we all have about other peoples' lives and experiences (in essence – gossip!) you will find the study of history fascinating. History is, at its core, the story of human beings and their lives: their hopes and anguish; their brilliance and stupidity; their achievements and tragedies - basically the stuff of great stories. The conflicting and surprising nuances of the human condition continue to fascinate us all as human beings.

**HISTORY 151 - WORLD CIVILIZATIONS to 1500**

**OBJECTIVES, THEMES and LEARNING OUTCOMES**

Studying a topic as broad as "the history of World Civilization from 4,000 BC - 1500 AD" can be overwhelming for both instructor and students. Obviously we cannot even hope to FULLY address the development of all civilizations during this period. We in fact can only discuss a fraction of the many human societies and key events that mark this period in human history. The intent of this course, then, is to study just SOME of the most influential civilizations and interactions that developed between 4,000 BC – 1500 AD. To be frank – there is no way we do justice to these times, civilizations and experiences. We simply cannot cover all cultures, all events in detail, nor can we look at all aspects of the society (politics, culture, social conditions, economics, technology, daily life etc..) You will sometimes be frustrated or disappointed that we did not look at a particular culture, or time, or part of the society. Hopefully, that desire to know more will translate into an interest in finding out more on your own about this material.

The intent of this course is not to exhaustively cover all cultures during this period, rather, it is to give you the ‘big picture’, a general overview of *key* events, as well as significant and influential civilizations which dominated eras and impacted other societies. The goal is to provide a frame of reference and a basic understanding of causes and effects during these formative millennia, during which influential cultures emerged and evolved. The hope is that YOU pursue areas that interest you (ideally for the rest of your life) through independent reading, watching documentaries, and/or taking other more focused history classes (or classes in religion, political science, geography, regional areas studies, language, art etc..) Certainly critical to learning as much as you can of the topics we cover is to do all of the readings. As stated earlier, to supplement what I address in my web text (my online ‘lectures’), I assign readings in the required World Civilizations textbook, chosen because it provides the most comprehensive treatment of the social, cultural aspects of history.
COURSE OBJECTIVES

The World Civilizations course is intended to give the student a sense of the scope and diversity of human culture and historical experience. Through a brief overview of prominent civilizations and key events influencing the early stages of human history, students better understand the historical context of contemporary issues. They gain an appreciation for the contributions of different cultures. The emphasis is on perceiving the similarities in human experiences across time and space, as well as understanding and respecting the diversity of human societies and traditions. There are several general objectives for this class, areas of understanding fostered by our study of past civilizations.

UNDERSTANDING THE IMPORTANCE OF CRADLE CIVILIZATIONS

By looking at some of the earliest and most influential civilizations, we better understand the important role these critical cultures had in helping to shape the world we live in today. Thus, we focus on these "cradle" civilizations, early societies which first struggled with the challenges of urban life. Because they were the "first" or were most "successful", they dramatically influenced later cultures and events.

IDENTIFYING ROOTS OF CURRENT EVENTS

There are deeply-rooted historical and cultural causes have contributed to and in many cases continue to influence most of the issues and crises dominating news and our attentions today. To be in a position to participate in and contribute to the world as an informed global citizen, you must be grounded in the historical foundations of contemporary beliefs, systems, events and issues. For example, in this course we trace the development and spread of influential religious traditions and political ideas. Most of these models and ideologies continue to impact world societies today.

History also helps us understand historical roots of antagonisms and differences that resulted in, and in some cases continue to fuel, current hostilities and conflicts. For example, historical examination of the great empires of the past, e.g. Persian, Roman, Islamic or Mongol, reveals how these empires permanently changed and were changed by the people they ruled over. In many cases these empires resulted in relationships, interactions and tensions still evident today.

If you watch or read the news on any given day, you will come across stories that directly link to topics covered in this class. Understanding key historical roots helps you as a global citizen better understand and interpret the issues and complexities of current events. You might start thinking about these kinds of links now. (Go to CNN news page)
IDENTIFYING PATTERNS AND LESSONS IN HISTORY

An overview of world cultures, particularly ancient peoples, dramatically reveals both patterns in human development and the remarkable diversity of human experience. We look at ways human actions and beliefs reflect common themes throughout time and across the globe. We also explore and appreciate the fascinating differences between peoples and time periods.

History provides us with the tools necessary to address the problems and possibilities that confront us now, using the knowledge gained by past experience to identify solutions to current crises and questions. From historical study and comparisons and in particular by developing the ability to identify cause and effect lessons and understanding root causes, we can learn... what worked? what didn't? why? History enables us to learn necessary and often painfully acquired lessons from the past. Then, we have the responsibility to apply this knowledge productively in our own century and millennium.

COURSE THEMES

While it may seem that we are hopping across the globe and across centuries at a frenetic pace, there are a few key organizing and structuring themes apparent when studying world civilizations. Throughout History 151, we continually refer to four recurring themes.

A) GEOGRAPHY - One obvious theme in human history is the fact that human cultures have been and still are deeply affected by their natural surroundings. In some cases, the geographic setting resulted in benefits for thriving cultures, for example in Egypt. In other instances, significant burdens or obstacles resulted from geographic conditions, as in Mesopotamia. A culture's geography often directly impacts religious views, political organization and economic development. The degree to which a civilization is connected to others (e.g. Greece) or isolated from them (e.g. Japan) had significant consequences on cultures and their historical experiences. Throughout this course, we look at connections between geography and the development of cultures.

B) RELIGION - It is particularly important in a History 151 course, which addresses the first great cultures and peoples, that time is spent understanding the different religious views that societies produced. Religious beliefs and structures are at the very core of MOST of the cultures we study. In some instances, religious beliefs were in fact the very foundation of, the most important influence on, political structures, social systems and cultural developments. Religion was and continues to be a dramatically influential factor in human history. Understanding different religious views helps us appreciate and respect the tremendous diversity of human societies.
C) THE SEARCH FOR STABILITY - A fascinating pattern in world civilization, particularly evident in ancient cultures but also manifest in today’s world, is the desire of people for stability. In general, humans do NOT like turbulence, uncertainty and instability in their lives. The need to create structures or belief systems which provide some degree of stability or certainty is another important pattern in human cultures. The different solutions to the problem of establishing social stability provide us with fascinating comparisons. Some cultures attempted to create a stable society by emphasizing political solutions. Others turned to rigid social structures and/or deeply traditional religious practices.

And then there is the fascinating fact that a few cultures (the small minority) seemed to de-emphasize stability in favor of a greater degree of freedom and mobility. The trade-offs cultures were and still are forced to make between stability and freedom is an important point of comparison, critical to understanding distinctions between societies. Evaluating these trade-offs helps us to better understand the choices we continue to face today.

D) ROLE OF EMPIRES - Empires have been a constant feature of human history. The impulse of societies to conquer and rule over other peoples - to extract wealth from them, learn from them or impose ideas on them (usually both) - is a clear pattern in human history. Empires have differences and similarities we look at throughout the semester. Differences have to do with the methods of conquering and ruling, and thus the experience of those under these expansionary powers. Some empires were clearly more "successful" than others. There were markedly different experiences for those living under these different empires.

Similarities result from the fact that the general effects of empires, all empires - short-lived or long, brutal or more tolerant - were the same. All empires changed those who came under their sway. Empires inflict damage and disruption and often devastating destruction. But empires also bring in new ideas, creating a fusion of ideas and cultures. Empires tie societies together in more tightly knit trading and communication networks, creating increased cross-fertilization between peoples. Many cause and effect investigations we pursue deal with the rise and fall of empires and their significant consequences.

This is a brief introduction to some of the issues we address throughout this class, ideas to keep in mind as we travel across continents and across centuries. Although the number of different cultures can seem overwhelming, recognize that behind the dizzying diversity of cultural beliefs, there are meaningful patterns and connections which tie the human story into one continuous journey, leading to the world we inhabit today. We remain deeply connected to the cultures of the past, as well as societies across the globe today.
STUDENT LEARNING OUTCOMES

All of the World Civilizations courses at Honolulu Community College have common learning outcomes for History 151. They state that upon completion of this course, a student will be able to:

• demonstrate the ability to analyze and explain cause and effect relationships in history summarize key ideas in history, including major world philosophies, religions, and political theories and systems
• demonstrate an ability to compare and contrast historical experiences across cultures and time
• describe and define major historical events, ideas, places, people, and other items of historical import
• demonstrate their understanding of the historical roots of current events
• synthesize complex written material
• communicate in written form to present clearly argued and supported analysis
• assess and evaluate historical material on the Internet
• continue investigating and analyzing historical information and issues as a life long learner

STRUCTURE OF THE COURSE

I. READING

This course is divided into study units. When the semester begins, I create an active link in the class Laulima page to a ‘Class Units Page’ which will take you to the first posted Unit. Each week I post up active links on that ‘Class Units Page’ to the Unit for that week.

Each Unit Page indicates the following information for the Units assigned that week:

- textbook reading assigned – indicated as page numbers (*NOT* based on textbook chapters.)
- links to webtext class notes – these are indicated as ‘Chapters’. These are my written lectures.
- assigned work for that week

After you have read all the information on the Unit Page, do the Unit reading for that week. For each Unit, there are two main sources of written material to read:
**Assigned text reading**


**Webtext reading**

The other required source of information in this class is the webtext – web lectures that I have written. For each Unit, there are links to four or five "Chapters" containing information delivered as a written 'lecture'. My web lecture "Chapters" are linked to each Unit page. This webtext includes imbedded links to related pictures, maps or documents; these supplemental links are not required reading but are there for you to link to if you wish to further enhance your understanding. The webtext is a critical component of this course; these written lectures are the equivalent to lectures I give in face-to-face classes - emphasizing key themes, ideas, causes and consequences you will be responsible for understanding. Reading the web text and assigned readings from the textbook provide you a fairly comprehensive overview of the societies and themes addressed in this class.

**Additional Readings**

In addition to these two weekly reading sources, there are additional readings given during the course of the semester. These supplemental readings are the bases for the two assigned essays.

For Essay # 1, you are asked to read brief examples of *primary sources* (writings directly from past time periods). I will provide you the links to primary source material to read and ask questions prompting your analysis of these sources. There will be a choice of primary sources to read, linked to a pertinent question; you will choose one grouping (related to one civilization) and write an essay in response to that specific question.

For Essay # 2, you will choose one out of a choice of 4 – 5 longer primary works; these are classic works which provide deeper historical insights and reveal important aspects of the cultures we are addressing. These will also be linked to the web.

**II. WEEKLY HOMEWORK ASSIGNMENTS**

Included on each Unit Page under the heading "Assignments" are two Weekly Questions. After reading the textbook and the webtext material, you demonstrate your understanding of key ideas and cause/effect relationships by submitting written answers to these questions via email, or by posting your answers as a document on Laulima Assignments.
There are two weekly questions for each Unit. **10 points for each Unit, 160 points total**

### III. CLASS DISCUSSIONS

For each Unit, you are required to engage in the class discussion forum responding to questions dealing with issues raised by the readings. Each week there are two discussion questions listed on each Unit Page. To answer these questions, you log onto Laulima, click on the link for this class and enter the discussion program through the 'Discussions and Private Messages' link. You are required to post **two comments per Unit** to these class discussion forums. More than two comments is certainly encouraged.

To be clear - I do not evaluate or grade the substance of your comments. I give you points for your participation. If you do 100% of the discussion requirements (2 posts for each Unit), then you receive 100% of the 30 points possible in the course. The points earned for this course requirement is not posted until the end of the semester when all Unit discussions are done, but I do indicate my records of your participation during the course on Gradebook.

This is intended to be a forum for your thoughts and observations, for you to interact with one another, without the burden of being graded or evaluated on your ideas, however I do want to see thoughtful comments, not brief, cursory 'me too' statements. So, to repeat, you receive the points for **actively participating.**

**30 points for 100% participation**

### IV. INTERNET ASSIGNMENTS

There is one internet research assignment assigned which requires you to exercise your "surfing" skills and ability to evaluate information available on the web. **20 points**

### V. MAP ASSIGNMENTS

There are two map assignments asking you questions answered based on links to historical maps on the web. I provide links to these maps and ask questions that require you to use and interpret geographic information. **15 points each**

### VI. ESSAYS

You are required to submit two formal essays. These essays are related to the additional readings assigned, which constitute primary source readings related to topics addressed in the course. The essays are a minimum of 3 pages each. **30 points each**

### VII. EXAMS
There are two written exams (a mid-term and a final) covering the material addressed in the class. I supply you with a study guide at least two weeks before the exam is given. The exams must be taken in a proctored situation. There are several formal proctoring sites where you can take the exam: HCC campus, other Community College campuses on Oahu, University of Hawaii at Manoa, and Neighbor Island Community College campus Testing Centers. If these arrangements do not work for you, we will work out an individual proctoring arrangement.

A formal and proctored test-taking procedure and setting is absolutely necessary to ensure the integrity of this class for all students. As we get closer to exam time, I will inform you of all proctoring options. I am flexible so if there are problems, we will work them out. There will be a period of about a week during which you take your exam. (100 points each)

VIII. OPENING PLAGIARISM REVIEW

In the first week of class, I assign you reading and short online tutorials to do to ensure you are aware of the meaning and consequences of plagiarism. 10 points for completion

FINAL GRADE: Your final grade is based on accumulation of points as follows:

Total points possible: 500 points
450 – 500 = A
400 – 449 = B
350 – 399 = C
300 – 349 = D
Below 299 = F

HOW THE CLASS WORKS

This page explains how this online class works. Please read this over carefully at the start of the semester and refer to these instructions if you have questions throughout the course. You should feel free to contact me anytime with questions about the class whether regarding class procedures or the specific content material being covered.

LAULIMA

This course is integrated with the UH Distance platform program - Laulima. You are automatically registered into the class site on Laulima once you are registered in the class. To log into Laulima:

1. Open Laulima: https://laulima.hawaii.edu/portal
2. Click the Login button.
3. Type your MyUH / Banner username and password, and click Login.
4. Go to the site, click on the site tab for this course (History 152).
This site is used to support the class functions in the following ways:

* Creating links to all course webpages. On the side menu are links to the Course Directory (syllabus), all Unit work, all additional assignments and exam information.

* Assignments – this tool allows you to submit attached documents, and I return them graded by posting on the same tool site.

* Discussion bulletin board (see below.)

* Gradebook. Once work is returned, I input grades into the Laulima Gradebook feature so you can check your progress and catch any input errors. The information for a particular student is only visible to that specific student based on their login so it remains confidential. This inputting enables you to keep track of your class performance and correct any omissions or errors I might make in inputting your grade.

DISCUSSIONS WITH INSTRUCTOR AND CLASSMATES

We use a discussion/bulletin board program for class discussion. The bulletin board format lets you respond to Unit question as well as the comments posted by your classmates; discussion participation is done at your convenience. You read the responses from your fellow students and add your own comments, participating in this class interaction with your thoughts regarding topics addressed each week. There is no specific time you need to be online to participate in the discussions, you just need to have completed your one post for each Unit by the deadline indicated. The discussion program is linked through the class Laulima site.

You are required to submit one posted comment to the discussion for each Unit each week. Thus, since we cover three Units per week, you will be responding to three discussion questions every week. Your discussion comments can be QUESTIONS or COMMENTS directly responding to the Unit question or to the comments of fellow students.

IMPORTANT NOTE: In both email interaction and the discussion program, you are required to use the same courtesy and respect expected during an in-class discussion or in my office. There must be no "flaming", no demeaning the comments of others and no comments that could be seen as personal attacks. You must act with the same maturity and decorum as you would in talking with your classmates or instructor face-to-face.

I reserve the right to remove any contributions to the discussion program which are flagrantly offensive to others in the class. I have great respect for the First
Amendment and the importance of open, free discourse, but I also have the responsibility of maintaining an atmosphere of respect and trust necessary for the open exchange of ideas in our virtual classroom.

ASSIGNMENTS AND GRADING

Due dates for the work for each Unit (answering two Weekly Questions, and posting one discussion comment) are indicated for each Unit on the Unit page. Late submissions result in loss of points. I return graded assignments to you via email. The turn-around time for grading work will be no more than 4-5 days (though I will try to respond faster than this). I always try to return work as soon as possible. You submit your assignments by sending them to my E-mail address: smithcyn@hawaii.edu or by posting the work as a WORD document on Laulima Assignments.

Be sure to check Laulima Assignments for returned work – I always include not just a grade but comments so read these over to learn from each assignment.

All grades are given as points. Final grade determination is based on accumulation of points. If you ever have any questions about the grading, you are ALWAYS welcome to write to me to discuss how a determination was made.

EXAM

The mid-term and the final are taken online – **but must be taken in a proctored setting**. There will be a scheduled time (5 - 6 days) during which you go to one of the UH testing sites to take the exam. If you cannot come to HonCC, there are established proctoring arrangements at other campuses. We can also set up a specific proctoring arrangement if you are not in Hawaii or face other obstacles that prevent you from coming to these sites. If you are not going to take the exam at any of the established proctoring sites, you MUST get in contact with me at least three weeks before the exam to work out arrangements.

E-MAIL ETIQUETTE

I have noticed over the years a general decline in basic communication etiquette in use of email and attachments. Students send messages with no name, no explanation of the attachment which then requires extra time and sometimes detective skills to identify the sender. They also do not even bother with a greeting or closing, which is frankly discourteous communication.

It is bad practice to send any kind of work to a teacher - or colleague, or boss - without a basic greeting and explanation text that indicates the work attached and who is sending it; in some cases it is also necessary to indicate *why* you are sending the work, i.e. draft for comment or final submission for a grade or question about an assignment. Please practice effective, professional and
courteous email communication skills by always including your name, the work being attached, and where necessary, what kind of response you are seeking - i.e. feedback for a rough draft of an essay. I will not open attachments with no accompanying text, especially if I do not readily know who it is from.

PLAGIARISM

Plagiarism is when you take the words or specific thinking and arguments from another source and present it as your words or your analysis. This is cheating and if I find that you have plagiarized your written work from the textbook, from my webtext, from another source, or another student, you will get an automatic 0 for that assignment, and face the possibility of failing the course, depending on the severity of the cheating. All written work that you do must be your work - reflecting your thinking, your interpretation and your understanding of terms and ideas, and expressed in your words.

This is particularly important in the Weekly Questions. I have had increasing problems with students merely cutting and pasting from the web text and emailing that back to me as an answer. These are obviously unacceptable answers. What I want from you are *your* ideas, your phrasing and explanation of the key points, and your interpretation of the material - I do not want simple parroting of my words or phrasing where you just change a word or two.

Even when you are restating knowledge gained from other sources, such as the textbook or my web lectures, you must put that understanding into your words - otherwise that is plagiarism and you will not receive points for the assignment. The bottom line is, you don't learn anything and you certainly don't exercise your brain or your communication skills by cutting and pasting other people's work - and honing those skills is why you are taking this class.

To make sure these expectations are clear, to ensure all students are aware of what to avoid in writing and sharing ideas gained from reading other materials, the first assignment in this class is an exercise in reading and summarizing information about plagiarism and incorrect paraphrasing.

ACCOMMODATIONS

Students with disabilities may obtain information on available services online at honolulu.hawaii.edu/disability. Specific inquires may be made by contacting Student ACCESS at 844-2392, by e-mail at access@hcc.hawaii.edu, or by simply stopping by the office located in 2/409.

Qualified students with documented disabilities will receive appropriate accommodations in this course. Please contact me as to your needs, documentation and the contact person on your campus for support services.
HISTORY 151 - WORLD CIVILIZATIONS
FALL 2012
SCHEDULE - TOPICS AND ASSIGNMENTS
August 20 – August 27

UNIT ONE: The Agricultural Revolution
Plagiarism Exercise is assigned; due Tuesday, August 28
List posted of works to choose from and questions for Essay # 1 and Essay # 2
(you choose one of the indicated works from the list to read for each of these assignments). Essay # 1 is due Monday, October 15; Essay # 2 is Monday, November 6.
August 27 – September 3

UNIT TWO: Early River Valley Civilizations – Mesopotamia and Egypt
Plagiarism Exercise due Tuesday, August 28
September 3 – September 10

UNIT THREE: Early Empires and Small Kingdoms of the Ancient Near East
Map Exercise # 1 assigned; due September 17
September 10 – September 17

UNIT FOUR: Ancient Indian Civilization
Map Exercise # 1 due September 17
September 17 – September 24

UNIT FIVE: Ancient Chinese Civilization
Internet Research Exercise assigned; due November 5
September 24 – October 1

UNIT SIX: Early Asian Empires: India and China
October 1 – October 8

UNIT SEVEN: Ancient Greece – Early Developments through the Classical Age
October 8 – October 15

UNIT EIGHT: The Hellenistic World and Early Developments in Roman Civilization
Essay # 1 due October 15
October 15 – October 22

UNIT NINE: The Rise and Fall of the Roman Empire
MIDTERM TO BE TAKEN BETWEEN Monday, OCTOBER 15 – Wednesday, OCTOBER 24
October 22 – October 29

UNIT TEN: The Emergence of European Civilization – The Middle Ages
October 29 – November 5

UNIT ELEVEN: Early Modern Europe – The RENAISSANCE AND THE PROTESTANT REFORMATION
Internet Research Exercise due November 5
Map Exercise #2 assigned; due November 12
November 5 – November 12

UNIT TWELVE: Development of Korean and Japanese Civilizations
Map Exercise #2 due November 12
November 12 – November 19

UNIT THIRTEEN: The Emergence and Spread of Islamic Civilization
November 19 – November 26

UNIT FOURTEEN: Later Asian Empires: Turkish Expansion and the Mongols
Essay #2 due November 26
November 26 – December 1 (note – differs from usual schedule)

UNIT FIFTEEN: The Development of African Civilizations
December 1 – December 7 (note – differs from usual schedule)

UNIT SIXTEEN: The Development of American Civilizations/ Conclusion
FINAL EXAM TO BE TAKEN BETWEEN Thursday, December 6 – Thursday, December 13

CLASS POLICIES

Smith

LATE ASSIGNMENTS: You can always turn in an assignment late to receive partial credit, however you lose points for lateness. The later the work is, the more points lost. It is always better to get work in then to simply skip an assignment.

MISSED EXAMS: If an emergency occurs and you cannot take the exam during the time period given, you must get in touch with me as soon as possible via email. I give the option of a retake to students who have legitimate reasons for missing an exam and who make the effort to get in touch with me promptly.
PLAGIARISM: Plagiarism is when you take the exact wording, or specific thinking and arguments from another source, and present it as your words or your analysis. This is cheating and if I find that you have plagiarized your written work from the text, from another source or another student, you get a 0 for that assignment and face the possibility of failing the course depending on the severity of the cheating. All written work that you do must be your work, reflecting your thinking, your interpretations and your understanding of terms and ideas - expressed in your words.

On essays, homework assignments or exams, even if you are restating knowledge gained from other sources such as the textbook or my written lectures, you must put that understanding into your words, otherwise that is plagiarism. You don't learn anything; you certainly don't exercise your brain or your communication skills by cutting and pasting other people's work. Honing your ability to read, analyze and write out your understanding is one of the reasons you are taking this class so you are wasting your time, and mine, if you cut and paste.

I continue to have problems with students cutting and pasting information from the web – from Wikipedia, other summary information sites, even from my webtext! Be clear on this – to cut and paste the phrases, or an entire sentence or paragraph and just changing a few words – is still plagiarism, it is still dishonest. And it will result in 0 points given for that work. Please read over useful definition posted for students of Claremont University – it describes what constitutes plagiarism (go to description). Now is the time in your College career to become aware (if you are not already) of the meaning of this term, and the ways to avoid being accused of and/or punished for plagiarism.

I do not enjoy being punitive, but I have absolutely no patience with cheating. So I will give you a 0 for any work that is not your own, reflecting your understanding and thinking. Chronic, ongoing cheating will result in you failing the class. Bottom line - DON'T CHEAT.

INCOMPLETE Grade: A student can receive the Incomplete (I) grade if s/he does most of the class work but due to personal circumstances cannot finish all class work by the end of the semester. The student *must* contact me and request this option. The I grade gives the student the option of completing the work before the middle of the next semester. If the work is never completed, the student receives the grade earned up to that point.