History 152 – Online Syllabus
Instructor: Cynthia Smith

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 Spring 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 weekly work, additional assignments (e.g. map exercises, essays, internet research assignment) are due throughout the semester. These are described in the 'course requirements' page. 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 152 - WORLD CIVILIZATIONS to 1500

OBJECTIVES, THEMES and LEARNING OUTCOMES

Studying a topic as broad as "the history of World Civilization from 1500 to the present" can be overwhelming. Obviously we cannot even hope to FULLY address the developments in all civilizations during this period. We only discuss a fraction of the many human societies and key events making their mark during this period in human history. The intent of this course, then, is to study SOME of the prominent civilizations and interactions influencing developments between 1500 AD and the present. Frankly, even with this narrow focus, there is no way we do justice to even the highlighted civilizations and experiences. We simply cannot cover all cultures, all events in detail, nor can we look at all aspects of the society (political, cultural, 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 further investigation on your own about topics and peoples of the past.

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 trace key components of 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 the past critical 500 years. Then, the hope is YOU pursue areas of interest to you - 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.. Critical to maximizing learning about the topics we do cover is to complete all readings. As stated earlier, to supplement what is addressed in the web text (the online 'lectures'), there are required readings from the assigned World Civilizations textbook. The McKay text was chosen because it provides the most comprehensive treatment of social
aspects of history; it is also the most engaging to read of the textbooks I have investigated.

While covering "only" 500 years in this class, as compared to the thousands of years you sweep through in a History 151 class, recognize these five centuries have been intense in terms of pace of change and intensification of complex human interactions and experiences.

COURSE OBJECTIVES There are two primary general objectives in this world history class:

1) Understanding the roots of contemporary issues

By studying prominent civilizations, events and ideas which influenced past events, we have a better understanding of how these influences shaped cultures THEN and how these factors contributed to creating the world we live in TODAY. Critical issues we confront in the present have deep, complex historical and cultural roots. To participate in the world as an informed global citizen, you must be grounded in the history of world cultures and their interactions. Such knowledge is necessary to function in the complex, globalized, integrated world economy and political community you live in today. The expansion of major cultures and political influences, in particular beneficial and violent interactions set in motion, resulted in consequences which directly impact events today. By examining the influence of powerful civilizations and ideas of the past, we have a clearer understanding of present cultures and relationships. This historical knowledge and analysis is absolutely critical to understanding the world you live in today.

As you watch or read the news on any given day, you will come across stories that directly link to topics covered in the class. Sometimes several stories on the front page reflect issues and events covered in a World Civilization 152 class on any given day. Understanding historical roots of present day issues helps you better grasp and respond to the complexities of current events. You might start thinking about these links now.

2) Identify patterns and lessons

The second objective of a World Civilization class is to look at a variety of societies and experiences to gain a clearer understanding of human possibilities and failures. Even a brief overview of world cultures vividly reflects both common patterns in human development, as well as the remarkable diversity of human experience. We will look at ways human actions and beliefs reflect patterns in human societies throughout time and across the globe. We also explore and appreciate fascinating differences between peoples and time periods.
History provides us with invaluable tools to use in addressing problems and possibilities that we face now; potentially we can use knowledge gained by painful past experiences to better recognize or frame solutions to current crises and questions. From a study of human history, learning from complex stories of causes and effects, we (hopefully) learn what worked? what didn't? why? how do we replicate successful strategies OR avoid past failed attempts at achieving order, prosperity, justice, progress, or peace. History is the foundational discipline enabling us to access necessary and often costly lessons from the past. Only then can we better fulfill our *responsibility* to apply knowledge gained from the past constructively.

THEMES

In History 152, we look at developments in several different regions and societies during the last 500 years. The sheer amount of information might seem intimidating however you can organize and link material covered under the umbrella of two fundamental structuring themes that reoccur throughout this course and centuries explored.

GLOBAL INTERACTIONS

The most obvious theme framing a History 152 class is the dramatic increase in global interactions and interchange which has taken place in the last 500 years. Initiated by early European expeditions in the late 1400’s and early 1500’s, all regions of the world were tied more closely together through trade and war. Intensified interactions between diverse peoples of the world resulted in a mixed legacy. Some consequences were beneficial, for example expanded economic growth, accelerated technological progress and rich multi-cultural blending and enrichment. However the creation of a truly global world also led to horrific and tragic consequences including violent conquests, savage destruction of entire cultures and acute human suffering. Understanding events that paved the way to the global world you live in now is a core theme of this course.

One critical aspect of understanding this globalization is assessing the costs and outcomes of increasingly integrated trade links, migrations, empires and wars - conflicts which ultimately became "world" wars. 'World' connections and interactions became increasingly dominant features of the last 500 years. Many complex and pressing issues face in the 21st century are directly rooted in the consequences of a globalized economy and human community which emerged only over the last four-five centuries. You *must*understand influential events that led to this integrated global society to participate in the framing of a future based on sustainable and respectful global relations.

REVOLUTIONS
The second major theme underlying a History 152 course is the fact that in the last 500 years, the world has changed at a dizzying pace. The degree to which humans across the globe transformed political structures, social relations, economic lives and especially the pace of technological change over the relatively brief period of five centuries is nothing short of staggering.

We cover several influential revolutions in this class, tracing effects (good and bad) on societies. Due to increased global interactions, revolutions occurring in one corner of the world rapidly spread along global trade and colonial networks. The world you live in today was decisively shaped by revolutions of the 16th - 19th centuries (1500's-1800); forces unleashed by these revolutions continue to impact the world on a daily basis. As a preview, some "revolutionary" developments occurring over the last few centuries we discuss include:

*Western dominance (cultural/political/economic) asserted across the globe
*the emergence of a secular scientific world view
*the birth of ideologies such as liberalism, socialism and nationalism
*epic, and ongoing, consequences of industrialization
*the shift in world economic power and accelerated wealth/living standards in societies in the Northern Hemisphere
*the impact of colonial empires - their rise, fall, and lingering effects
*deadly changes in warfare and greater complexities in political relations
*the changing, deteriorating relationship between humans and the earth

These are just some issues addressed in this class, themes to bear in mind as we travel across continents and through centuries. Although the number of diverse cultures briefly investigated seems intimidating, behind the breathtaking variety of human beliefs and experiences are profound and fascinating similarities and connections which weave all the pieces of the human condition into one continuous story. Tracing these threads and stories leads directly to the present, a century in which we, as members of a truly global world, can benefit from exhilarating opportunities but also must collectively face daunting crises.

STUDENT LEARNING OUTCOMES

There are specific course learning outcomes (or competencies) it is expected you will acquire and which you will be evaluated on in this World History course. Specifically, upon completion of this course, a student should be able to:

* demonstrate an 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 material presented in written format
* 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 lifelong 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

The required textbook for this class is: McKay, A History of World Societies; Volume II since 1450, Houghton Mifflin 9th edition. You can order your textbook at: Honolulu Community College Bookstore.

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 provide you links to primary source material to read and ask questions prompting your analysis of these sources. There is a choice of primary sources to read; you choose one set of readings and write an essay in response to that specific question.

For Essay # 2, you are given a list of novels, classic works providing deeper historical insights into cultures and historic periods addressed in the class. The list of choices and related question(s) to be answered will be posted the first week of the semester. You choose one of these novels and read it at your own pace during the semester. You write an essay in which you respond to the question related to that novel. The essay requires you to communicate how the novel helps you better understand a key historical topic/era.

These novels are not ordered through the bookstore; you are to find copies of these works on your own – from a library, used bookstore or website, or borrowing it from a friend. The goal is to cut down on required textbook costs as well as give you choice in supplemental readings.

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. (go to instructions) 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. **25 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 inquiries 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.

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HISTORY 152 - WORLD CIVILIZATIONS

FALL 2012
SCHEDULE - TOPICS AND ASSIGNMENTS

January 7 – January 14

UNIT ONE: Introduction / Regional Powers in the 15th and 16th Centuries

Plagiarism Exercise assigned - due Tuesday, January 15

List posted of works and novels choices 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, March 4; Essay # 2 is Monday, April 15.

January 14 – January 21

UNIT TWO: Creating Global Connections: European Expansion and its Consequences

Plagiarism Exercise due Tuesday, January 15.

January 21 – January 28

UNIT THREE: The Age of Revolution

Map Exercise # 1 assigned; due February 4

January 28 – February 4

UNIT FOUR: The American and French Revolutions

Map Exercise # 1 due February 4

February 4 – February 11

UNIT FIVE: The French Revolution and the Industrial Revolutions

Internet Research Exercise assigned; due April 8

February 11 – February 18

UNIT SIX: Revolutionary Effects of the Industrial Age

February 18 – February 25

UNIT SEVEN: New Imperialism

February 25 – March 4

UNIT EIGHT: The United States and Latin America in the 19th Century

Essay # 1 due March 4

March 4 – March 11
UNIT NINE: Europe in the 19th Century: The Road to the Great War

MIDTERM TO BE TAKEN BETWEEN Monday, March 4 – Wednesday, March 13
March 11 – March 18

March 18 – April 1

UNIT ELEVEN: The Age of Anxiety: Ushering in the Twentieth Century

Map Exercise # 2 assigned; due April
March 25 – March 29 SPRING BREAK!
April 1 – April 8

UNIT TWELVE: The Rise of Authoritarian and Totalitarian Systems

Map Exercise # 2 due April 8

Internet Research Exercise due April 8
April 8 – April 15

UNIT THIRTEEN: World War Two: Causes, Key Events, and Consequences
April 15 – April 22

UNIT FOURTEEN: The Cold War

Essay # 2 due April 15
April 22– April 27 (note – differs from usual schedule)

UNIT FIFTEEN: Independence and Decolonization: The End of European Dominance
April 27– May 3 (note – differs from usual schedule)

UNIT SIXTEEN: The Post-Cold War World: Current Possibilities and Crises

FINAL EXAM TO BE TAKEN BETWEEN Thursday, May 2 – Thursday, May 9

CLASS POLICIES
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.