GENERAL INTRODUCTION

Hello!
Those of you accessing this page are registered for WWW History 231 (Writing Intensive). My name is Cynthia Smith and I am the instructor for this course. Let me start with a few introductory items:

In terms of my educational background, I received my Bachelor of Arts degree with Honors from Williams College where I double majored in History and Political Science, with an Area Studies focus in Russia and Eastern European cultures. I received my Masters in History degree from the University of Hawaii. I have been teaching in the community college system for over 22 years, and have been a full time instructor at Honolulu Community College for over 21 years.

Due to my strong interest in both history and political science, there is a *strong* political emphasis in my approach to and coverage of the material. Textbook readings and primary sources read in this class address both critical social and cultural developments, the central organizing themes are the dramatic and influential political developments which dominated events and experiences in Early Modern European History.

I am a mother, my son is now 24. For most of his upbringing, I was a single mother and am thus understanding of the difficulties students face juggling 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 appreciate the opportunities to communicate with students frequently, which enables a better understanding of your thoughts and responses via email work and online discussions. 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.

THE ONLINE CLASSROOM

TIME REQUIREMENTS: During the 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 class lectures in the form of webtext 'Chapters', reading assigned pages from the Kishlansky textbook, doing graded assignments and
participating in required class discussions (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 a traditional classroom 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 answering weekly
questions, there are also additional assignments including the formal writing
assignments associated with a writing intensive course. All assigned work is
described in the ‘course requirements’ page. Bottom line, be ready to spend time on
this course; you will be doing a lot of reading and writing.

**FORMAT**

This course is based on study units - one Unit per week, scheduled over 16 weeks. It
is critical to keep pace with the class schedule. 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 OBLIGATIONS**

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

**WRITING INTENSIVE EXPECTATIONS**

This is a Writing Intensive Course which means there are established criteria to be
met, including the students writing a minimum of 16 pages of formal writing, as
well as structured rewriting and conferencing with the instructor. There are a
number of writing assignments requiring you to synthesize information and
communicate your understanding of the historical material covered in *formal*
written explanations and analyses. As an integral part of a writing intensive course,
you need to be prepared to draft and re-draft, and to read and learn/improve from
instructor comments in writing and through conferencing. This focused attention to
your writing is the necessary basis for improving your writing skills. This requires a
marked degree of discipline; you must be sure to NOT fall behind on the writing
assignments integrated into this course.

**COMMUNICATION**
Email: Communication between instructor and individual students occurs through email. I will try to return work to you usually within 3 days, rarely will it take more than 4 days.

Discussion Program: You will engage in discussions with your fellow classmates using a bulletin board program linked through the Laulima class site. I have posted up instructions on how to use this program at: Instructions on discussion program.

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

Work required for this class is done at your pace during the week when it is convenient for you. You determine when to do reading during the week and when to enter the class discussion online. However you must complete weekly questions for study units by Monday of every week; discussion comments must be posted by each Wednesday.

For all assignments, the deadlines mean the work is due *by the end of the day* - which can mean into the wee hours of the morning, as long as the work is there by the next morning when I open up my mail. The deadlines for all course work are indicated on the Class Schedule, linked to the Class Syllabus. The key to success in this class 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 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.

I know from teaching online for several years 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 just unmotivated. Due to the flexibility and convenience of computer communication, all of you write me each week with your work; many students also write to ask related questions, give feedback or offer additional insights. One of the
reasons I enjoy teaching online is because I have a sense I know each student’s work, understanding and viewpoints.

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 without having to overcome the trepidation of speaking up in class. The discussions will only be as interesting as you make them so put some time and thought into sharing your insights to maximize the usefulness of this class component. On 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.

During this semester, we cover 16 Units, one Unit per week. You should expect to spend 4-5 hours minimum per week on the Unit work. This includes time reading class lectures (in the form of webtext ‘Chapters’), reading textbook pages assigned, participating in class discussions and doing graded assignments. Time spent reading the information (textbook and webtext) is comparable to time you would spend reading a textbook and sitting in class taking notes in a face-to-face class. In addition to weekly Unit questions, additional work is assigned throughout the semester - map exercises and essays. These require additional work time during the weeks they are due. Be ready to spend time on this course, you will be doing a lot of reading.

STUDYING HISTORY

When I begin a History 151 or 152 class (the general survey of World History), I invariably find some students have negative attitudes and preconceptions about history. They feel (and dread) that taking a history class entails nothing more than boring memorization of dates and names. Many students anticipate that a history course requires rote memorizing of factual stuff long enough to put it down on a test (and then promptly forget it the next week.) This is not what the field of History is about. One of the primary objectives in any history class is to demonstrate the study of history is about *understanding and analyzing* the human condition, not rote memorization.

Since History 231 is an elective class, hopefully many of you are taking this class because you do have an interest in history; perhaps in other classes you were exposed to the excitement of historical investigation. But even though we start off as a generally more engaged group, I want to reiterate what I tell students in World Civilizations classes – the reasons why history is an eminently fascinating and very relevant field of study. History is not dedicated to repetition of a series of facts or just being aware of when things happened, where events occurred or who was involved. The more important and intriguing goals are to understand why things happened and to appreciate the implications, effects – in essence ‘so what’. Historians investigate issues such as the significance of an ideology, the fall of an
empire, the start of a war, shifting power in class and gender relationships. Historians analyze the particulars of the human story for a number of reasons:

- to better understand causes of key events as well as to identify and appreciate effects (short and long term);
- to perceive lessons learned from past human societies – their mistakes and triumphs;
- to highlight connections between past actions and decisions and issues faced today.

Historians look at how an event, person or idea changed lives and experiences - then and now. The critical emphasis is to explore how crucial events in the past led to opportunities, transitions and challenges faced today. THESE are the questions historians really are fascinated by; specific dates and names help keep track of events and people but the fundamental purpose of historical study is to understand causes and effects - to comprehend and appreciate the story and significance of human experiences.

This class, the topics covered and assignments given, will not emphasize dates and timelines. Rather, you are asked to THINK and ANALYZE and come to CONCLUSIONS about cultures and events we cover: controversial points, differences and similarities and how developments or struggles in the past directly connect to present day concerns. Perhaps most importantly, you are asked to reflect on what can be learned from mistakes as well as great achievements of past cultures. If you approach history as an opportunity to investigate these kinds of issues and make the connections to the world you live in today, if you tap into that basic human curiosity we all have about other peoples' lives and experiences, you will find the study of history quite fascinating.

History, at its core, is the story of human beings and their lives: their hopes and anguish; their brilliance and stupidity; their achievements and tragedies - the details which intrigue and engage us as we try to appreciate the lives and experiences of other human beings – then and now.

**COURSE OBJECTIVES AND STUDENT LEARNING OUTCOMES**

**COURSE OBJECTIVES:** There are three primary objectives for this course.

1. The first is to provide an overview of European history during the period when "Modern" European institutions and traditions developed. Looking at events taking place between the 14th century (1300’s) and the start of the 19th century (1800’s), we trace the evolution of modern patterns, ideas and institutions in Europe, in particular in terms of political, economic, social, and religious systems. *Intellectual and cultural changes*, beginning with the Renaissance and culminating with the Scientific Revolution and Enlightenment, are discussed with an emphasis on the revolutionary effects of these changes. The course finishes by looking at the cataclysmic political,
social and economic changes of the revolutionary age – with a focus on the upheaval of the French Revolution, a dramatic product of a turbulent age of revolutionary intellectual, political and social ideals. The French Revolution, the turbulent epi-center of the "Age of Revolution", eroded and even destroyed many elements of the Old Order in Europe. The French Revolution spawned powerful forces of "modernization", transforming Europe and the globe throughout the 19th and 20th centuries. These revolutionary forces still impact peoples and events today in the 21st century.

In investigating these developments, we examine some of the reasons Europe, though a relatively small geographic region, gave rise to so many distinctive and diverse cultures and societies. We compare commonalities as well as distinctive features of Western, Central and Eastern European civilizations. As part of this regional comparison, we look at complex interrelationships (peaceful and hostile) between emerging European states and empires.

Throughout this course, we highlight connections between past, formative events and developments and how these past events are directly related to better understanding of issues confronted by 21st century European, and global, societies today.

II. The second objective is to more fully use writing as a tool to understand history and its relevance. The field of history is almost entirely based on interpretation. By analyzing and writing about the material, students move beyond simply learning what other historians think and actually participate in the craft of historical analysis. History at its best is a dynamic, interactive discipline of competing interpretations and perspectives. Writing to express your understanding and your conclusions about material is a powerful way to be engaged in the material, to offer your voice, your interpretations, and your contributions in the quest for better understanding and applying historical insights.

III. The final objective is the specific improvement of your individual writing ability. Since this is a writing intensive course, the emphasis is on you as students working directly with primary historical documents as well as secondary source analyses, and effectively communicating your individual interpretations through written work. Formulating an opinion and expressing and supporting it persuasively in writing are skills essential not just for a history class but for any college course. And indeed, refining your writing so you clearly and persuasively convey your intellectual insights is critical not only for college but for professional success, and for the full realization of your potential as an informed and participating global citizen.

SPECIFIC LEARNING OUTCOMES: After completion of History 231, a student will be able to:
• Appreciate unique developments and contributions of diverse European cultures/societies
• Identify and comprehend the historical roots of current issues and controversies
• Perceive patterns in cause and effect relationships and human experiences, and relate this knowledge to current events and issues.
• Compare and contrast diverse societal responses to common human issues.
• Understand the experiences and effects of regional and global transformations in political, social, economic and technological systems.
• Synthesize complex material presented in written and verbal format.
• Communicate in oral and written form to present clearly argued and supported analysis.
• Assess and evaluate historical material on the Internet.
• Analyze and integrate primary source materials into a more developed historical understanding.
• Continue investigating and analyzing historical information and issues as a lifelong learner.

COURSE REQUIREMENTS AND ASSIGNMENTS

READINGS

The course is divided into study units; one unit per week for a period of 16 weeks. When the semester begins, I will create a new link on the Laulima menu to the “Class Units” page. On this Class Units page, there will be an active link to the Unit Page for that week. The Unit Page includes: the readings and the assigned work for that week. There are three sources of written material you are responsible for reading and knowing:

I. Assigned text reading
Each week’s Unit Page will indicate the required pages of reading from the class textbook. Each week’s Unit Page will indicate the required pages of reading from the class textbook. The text book required for this class is *Civilization in the West, Volume B* (1350 - 1850); Mark Kishlansky, seventh edition, 2008. If you need assistance in ordering this text, please go to the HonCC Bookstore website.

II. Webtext chapters
The other major source of information in this class is the webtext; these are required reading - the web lectures that I have written. The web lectures are the "Chapters" linked to the Unit Page; there are four or five "chapters" containing information delivered as a lecture in a face-to-face class which are written out for an online class. Within the webtext there are imbedded links to related pictures, maps, and documents. The imbedded links are not required reading, they are resources to
further enhance understanding. The webtext is a **critical** component of this course and emphasize key themes, ideas and consequences you are responsible for understanding. The text, the class notes and additional readings assigned throughout the course such as links to primary sources provide the substantive background needed to analyze key historical events and questions related to the societies and themes addressed in this class.

**III. Primary Source Documents.** For two of your writing assignments, you are required to read primary source documents directly from the periods and cultures we are covering. These will be documents you can access via the web via links I will provide.

---

**WEEKLY HOMEWORK ASSIGNMENTS**

On each weekly Unit Page, there are two (2) ‘Weekly Questions’ you are required to answer via email. These questions are to ensure you are doing the reading - to focus your attention on key definitions or causal relationships and give you practice in composing effective written summaries of key issues.

**8 points each Unit. 128 points total.**

---

**CLASS DISCUSSIONS**

For each Unit, you are required to engage in the class discussion forum, responding to questions dealing with the issues raised by the readings. Each week there is one discussion question listed on the Unit Page. 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 one comment per week to the class discussion forums.

To be clear - I do not evaluate or grade you based on the **substance** of your comments. You receive points based on **your participation.** If you do 100% of the discussion requirements (1 post for each Unit), you receive 100% of the 20 points possible in the course. If you miss sum, you get points based on the percentage you completed. The grade for this course requirement is not posted until the end of the semester when all Unit discussions are done but I indicate on Gradebook my record of participation during the course. The discussion forums are intended as an opportunity for you to share your thoughts and observations, allowing you to share and interact with one another without being graded or evaluated on your ideas. However I want to see thoughtful comments, **not brief, cursory ‘me too’ statements. 20 points** for 100% participation

---

**PLAGIARISM IDENTIFICATION ASSIGNMENT**

During the first week of class, you are assigned a few brief online tutorials to view/read, and questions to answer to ensure you are aware of the meaning and
consequences of plagiarism, the bane of all teachers especially in this internet age. 12 points

MAP ASSIGNMENTS

Since understanding geography is critical when tracing historical developments and events in European history, close study of maps is an important part of your reading and learning. There are three (3) map assignments during the course of the semester. These map exercises ask questions based on maps available online. I provide the links and your answers are based on close examination of the information conveyed in historical maps of Europe during different eras.

10 points each; 30 points total

WRITING ASSIGNMENTS - PRIMARY SOURCE ANALYSIS

There are 2 required assignments asking you to analyze primary sources related to the historical topics covered in the class. These assignments require you to read primary source materials I provide links to; I ask specific questions related to the primary source material and you respond to the question(s) in the form of a formal essay. Each primary source analysis essay is short - a minimum of 3 pages. During the semester, I assign 4 primary source assignments; you are required to do 2 out of the 4. For both primary source essays, once I have returned them with comments, there is a mandatory re-write to foster improvement in your writing. Mandating re-writes is required criteria for a writing intensive course. 50 points each (40 points for initial essay; 10 points for the re-write); 100 points total

WRITING ASSIGNMENTS - LONGER ESSAYS

In addition to the primary source exercises, there are two longer formal essays.

Essay # 1 - This essay (minimum 5 pages) is assigned and completed early in the course so that I can give you feedback on your writing. I provide you a choice of questions related to the course topics covered; you choose one question to answer and do so in a formal essay. I return the essay to you with extensive comments and then we have a short conference in which we dialogue about your first essay - via the telephone or in person in my office. In this conference we address the historical content of your essay as well as specific writing issues you should be working on throughout the semester. After this, there is a mandatory re-write of this first essay since the best way to improve your writing is to look closely at feedback and correct mistakes. 60 points for essay; 10 points for rewrite (70 points total)

Research Paper - This is a longer research paper (minimum 8 pages) requiring you to demonstrate your ability to do research on an historical topic and to write an effective essay synthesizing historical conclusions based on your research. I provide several topic choices; you choose one or work with me to identify and refine a topic
/historical question you wish to work on. To ensure you learn the habits of good writing, there are required and graded stages this essay.

Required Outline: 10 points
Required Bibliography: 10 points
Required First Draft: 25 points
Final Draft: 80 points

Total: 125 points

EXAMS
There is a midterm and a final exam requiring you to demonstrate your understanding the meaning nad historical significance of key terms. These exams consist of written identifications. I supply you with a study guide a few weeks before the exams are given.

The exams must be taken in a proctored situation. There are a number of acceptable sites that are all part of the UH system where you can take the exam: HCC campus, Windward C.C., Kapiolani C.C., Leeward C.C. and UH Manoa, as well as Neighbor Island Community College campus Testing Centers. When we get closer to exam time, I will write with further information about proctoring options. I am flexible so if there are logistical problems, we will work them out. (50 points each)

FINAL GRADE

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

Weekly Questions: 128 points
Discussion Participation: 20 points
Plagiarism Assignment: 12 points
Maps (3): 30 points
Primary Sources (2): 100 points
Essay # 1: 70 points
Essay # 2 (Research Paper): 130 points total (in stages)
Exams: 100 points

Total points possible: 590 points

Grading Scale:
- 531 - 590 = A
- 472 – 530 = B
- 413 - 471 = C
- 354 - 412 = D
- Below 354 = F

CLASS PROCEDURES AND POLICIES
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 semester. You should feel free to contact me anytime with questions about the class whether regarding class procedures or the specific content material being covered.

INSTRUCTOR CONTACT INFORMATION

Email: smithcyn@hawaii.edu
Phone (you can leave a voicemail): 808 845 - 9253
Office: Building 7, Room 618
Office Hours: Mon – Thurs- 8:30 – 9:30, or by appointment; Friday – by appointment

LAULIMA

This course is integrated with the UH Distance platform program - Laulima. You are automatically registered into this 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 232).

I use this site to support the class functions in the following ways:

Assignments: This tool allows you to submit attached documents and I return them graded for you to see/review/learn from by posting on the same tool site.
Discussion bulletin board (see below.)
Gradebook: Each week I input grades for work done that week into the Laulima Gradebook feature. A student’s information 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.

Additional Links: Throughout the semester, I will add additional links to the Laulima side menu including links to the Class Syllabus, all Unit work, all additional assignments and exam information.

DISCUSSIONS WITH INSTRUCTOR AND CLASSMATES

We use a discussion/bulletin board program for class discussion. The bulletin board format lets you respond to Unit questions as well as comments posted by your classmates; discussion participation is done at your convenience during the 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 Wednesday deadline. The discussion program is linked through the class Laulima site. I have posted up instructions on how to use this program at: Instructions on Laulima discussion program.

You are required to submit one contribution to the discussion for each Unit each week. Your discussion comments can be QUESTIONS or COMMENTS given directly in response 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 open exchange of ideas in our virtual classroom.

**ASSIGNMENTS AND GRADING**

All assignments are due on the Monday (Weekly questions) and Wednesday (discussion posts) of the week indicated. Late submissions result in loss of points. The turn-around time for grading work will be no more than 4-5 days though I will try to respond faster than this. You submit your assignments by sending them to my email address: smithcy@hawaii.edu or by posting work as a WORD document on Laulima Assignments. I return work the way you send it to me – either as email or posting graded work 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 welcome to write to me to discuss how a determination was made.

**EXAMS**

The mid-term and the final must be taken in a proctored setting. There will be a scheduled time (usually a week) during which you can 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. It is not good practice to send any kind of work to a teacher - or colleague or boss - without explanation text indicating 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 versus a final submission for a grade. 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.

PLAGIARISM

Plagiarism is when you take 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 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. Persistent cheating can result in expulsion from HCC in accordance with the Student Conduct Code. All written work 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 cutting and pasting from the web text and emailing that back to me as an answer. These are unacceptable answers. What you are expected to do is read the webtext and textbook - and synthesize it in your words to show your understanding and interpretations of the material. These assignments are not intended to have you just parrot words or phrasing, where you just change a word or two. Even when what you are doing is re-stating 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. You learn nothing if you plagiarize, you certainly don’t exercise your brain or communication skills by cutting and pasting other people’s work - and honing those skills is why you are going to college, why you are taking this class.

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 5 / 107B.

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.

TRANSFER OF CREDIT
This course transfers to all other UH System campuses.

SCHEDULE – Spring 2013
HISTORY 232 - Modern Europe

TOPICS AND ASSIGNMENTS

HISTORY 231
Early Modern European History
FALL 2012

SCHEDULE - TOPICS AND ASSIGNMENTS

August 20 – August 27

UNIT ONE: Defining “Europe”
Plagiarism Exercise Assigned; due Tuesday, August 28

August 27 – September 3

UNIT TWO: THE RENAISSANCE

Plagiarism Exercise due Tuesday, August 28
Essay # 1 assigned; due Monday, September 17

September 3 – September 10
UNIT THREE: REGIONAL POLITICAL AND ECONOMIC DEVELOPMENTS

September 10 – September 17

UNIT FOUR: EUROPEAN EXPANSION
Essay # 1 due Monday, September 17
Map Exercise # 1 assigned – due September 24

September 17 – September 24

UNIT FIVE: THE PROTESTANT REFORMATION
Primary # 1 assigned - due October 8

September 24 – October 1

UNIT SIX: THE AGE OF RELIGIOUS WARS

October 1 – October 8

UNIT SEVEN: ABSOLUTISM

Primary # 1 due October 8
Primary # 2 assigned - due October 22
Research Paper Topics assigned – due in stages. First deadline: Preliminary Outline and Bibliography due November 5

October 8 – October 15

UNIT EIGHT: CONSTITUTIONALISM

Essay # 1 Rewrite due Monday, October 8  Friday, October 12 (change)
Primary # 3 assigned - due October 29 November 2 (change)

October 15 – October 22

UNIT NINE: CENTRAL EUROPEAN DEVELOPMENTS

Midterm Exam – to be taken between Tuesday, October 16 –Wednesday, October 24

Map Exercise # 2 assigned – due October 29
Primary # 2 due October 22

October 22 – October 29

UNIT TEN: CENTRAL AND EASTERN EUROPEAN DEVELOPMENTS

Primary # 3 due October 29 November 2 (change)

October 29 – November 5

UNIT ELEVEN: REGIONAL COMPETITION AND WARFARE

Preliminary Outline and Bibliography due November 9

November 5 – November 12

UNIT TWELVE: THE SCIENTIFIC REVOLUTION

Map Exercise # 3 assigned – due November 19
Primary # 4 assigned - due November 26

November 12 – November 19

UNIT THIRTEEN: THE ENLIGHTENMENT
Map Exercise # 3 due November 19
First Draft of Research Paper due November 19

November 19 – November 26

UNIT FOURTEEN: AN AGE OF REFORM AND REVOLUTION
Primary # 4 due November 26

November 26 – December 1

UNIT FIFTEEN: THE FRENCH REVOLUTION
Final Draft of Research Paper due – Monday, December 3

December 1 – December 7

UNIT SIXTEEN: NAPOLEON BONAPARTE AND THE AFTERSHOCKS OF THE FRENCH REVOLUTION

Final Exam – to be taken between Thursday, December 6 – Thursday, December 13

CLASS POLICIES
History 232
Smith /Spring 2013

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. Consistent plagiarizing will result in expulsion, as stated in the HCC Student Conduct Code – [read this](#). All written work that you do must be your work, reflecting your thinking, your interpretations, your understanding of terms and ideas as 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 of you cheat; 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. Despite warnings, students continue to cheat by cutting and pasting information from the web – from Wikipedia, other sites, even from my webtext! **Be clear on this** – to cut and paste phrases or an entire sentence or paragraph, merely changing a few words – is plagiarism. It is dishonest and will result in 0 points given for that work.

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

**“I” Grade**
A student can receive the “I” grade if s/he does most 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.

**“N” Grade**
In situations where major disruptions or obstacles occur which prevent the student from completing the class and where a substantial amount of work is still owed or where student performance has suffered due to extreme unavoidable circumstances, I will give the student an “N” grade instead of an F. This grade still shows up on a transcript as ‘no credit’ for a course taken; it is not calculated in your grade point average for purposes of your HonCC grade average. **However** you should be aware that if and when you transfer to another College or University, transfer institutions interpret the N grade in different ways (most *do* calculate it as an F grade) so you should discuss the implications of an N grade with your counselor.
I only give N grades to those students who request this specifically and make their case.