KSU History 1110
World Civilizations

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Email Policy:

All emails should be addressed carefully (notice the underscore in the address) and must include the full name of the student and the section # of the class in the subject heading.

Do NOT use WebCT VISTA email!

Course Objectives:

As a part of the General Education Program at Kennesaw State University, the aim of this course is to provide the student the basic knowledge of world history that is expected of an educated person. We will look at the history of the human community from its earliest beginnings to the present. This survey will help the student develop an appreciation of other people and other cultures, and give a better understanding of why the world in which we live is the way it is.

Attendance:

Attendance is at the discretion of the student. HOWEVER, considering the rapid pace of this course, attaining a passing grade without regular attendance is extremely difficult. Therefore, students who miss class should not be surprised in missing vital information and notes, and scoring poorly on exams. Students who miss class are responsible for acquiring notes, hand-outs, and any announcements from fellow classmates. Do not ask the instructor about missed information.

Electronic Equipment:

Tape recorders are permitted in the classroom. Lap-top computers are permitted as long as they do not disturb other class members or the instructor. If using a laptop, please sit at the rear of the classroom. NO CELL PHONES MAY BE USED IN THE CLASSROOM IN ANY WAY. Failure to turn off these devices will result in a reduction of the student’s FINAL GRADE by 5% for each interruption. Cases in which these devices are needed for emergency communication must be cleared by the instructor beforehand. No electronic equipment may be visible during exams with penalty of automatic failure for the course.
Course Requirements:


All students must own a stapler (assignments not stapled will be automatically penalized TWO points). DO NOT ASK THE PROFESSOR FOR A STAPLER.

Quizzes – There will be four map quizzes during the semester. Study information for these quizzes can be found on WebCT Vista. Other random quizzes may be assigned by the professor at his discretion. The average of these quizzes will account for **20% of the final average**.

Exams – There will be three exams, including the final. **Each exam will count as 20% of your final grade** and will be comprised of geography and multiple-choice sections (50%) to be taken **in class** and an essay section (50%) to be completed **at home**. **ESSAYS WILL BE DUE AT THE BEGINNING OF THE FOLLOWING CLASS SESSION.** Papers will be considered late beginning **IMMEDIATELY after their collection at the beginning of class and will be reduced by one letter grade for every scheduled class meeting it is not turned in following the date due.** Print copies of exams are to be turned in labeled, typed, and stapled with proper citation of any material not derived from class notes. Essays should be double spaced with NO extra spaces between paragraphs. NO “COMPUTER” EXCUSES WILL BE ACCEPTED! Students should complete and attempt to print the assignment before the date due. Problems with computers and/or printers can be remedied by using one of the computer labs located on campus. After hours computer needs can be filled (at a price) at any 24 hr. printing location.

In addition to the print copy, **an Electronic version of the essay is to be sent via email to the professor by midnight of the due date.**

There will be **ABSOLUTELY NO MAKE-UP QUIZES OR EXAMS** unless your situation is truly exceptional. All unavoidable previously scheduled obligations must be submitted to the instructor at the beginning of the semester. Extreme emergencies on or near the test date must be submitted in writing with appropriate documentation to the instructor by the next scheduled class meeting. In each case, the instructor will consider the claim based on the merits of the written documentation presented. The composition of make-up exams will be ALL ESSAY.

World Issue Paper – Each student must submit a 5 (full) – 8 page critical review exploring all facets and historical antecedents concerning a major conflict or crisis facing the world today. While the topic may include an American aspect, the primary focus must be an issue concerning another region of the globe. This paper will count for **20% of the final grade**. Details for this assignment are discussed below. **The paper is due MARCH 25th.**

Grades:

Grades are based on a ten point system.
A=100-90   B=89-80   C=79-70   D=69-60   F=Below 60

If there is a question concerning any grades, the student must submit a typed request explaining the concern to the instructor within one week of receiving the graded assignment or test. The instructor will consider the request and schedule a meeting with the student if necessary. After two weeks, the instructor will consider all matters concerning grades closed and will no longer discuss previous grades.
Tentative Schedule

Jan. 12 – Introduction
Jan. 14-Feb 16 – The Modern World
Jan. 19 – MLK Day - NO CLASS
Jan. 21 – Geography Quiz 1 - Europe
Feb. 2 – Geography Quiz 2 - Africa
Feb. 18 – EXAM ONE
Feb. 23 – EXAM ONE Essay DUE
Feb. 23-Mar.16 – Exploration and Influence
Mar. 2 – Geography Quiz 3 - Asia
Mar. 6 – Last Day to Withdraw Without Academic Penalty
Mar. 9 – Spring Break
Mar. 11 – Spring Break
Mar. 16 – Geography Quiz 4 – Americas
Mar. 18-Apr. 13 – Medieval World
Mar. 25 – EXAM TWO & PAPER DUE
Mar. 30 – EXAM TWO essay DUE
Apr. 13 – Imperial China
Apr. 15-Apr 29 – Ancient Origins & Empires
May 6 – THIRD EXAM & EXAM essay DUE

Scheduled lecture topics are apt to change according to class needs, but exam/assignment dates will remain the same. If the instructor needs to change an important date, he will provide at least a one class session notice.

Academic Integrity Statement:

Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. Section II of the Student Code of Conduct addresses the University’s policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to University materials, misrepresentation/falsification of University records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the University Judiciary Program, which includes either an “informal” resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct’s minimum one semester suspension requirement.

Cheating and Plagiarism will result in an automatic failing class grade and will be referred to the KSU judicial review board.
World Issue Paper

Choosing your topic:
Students must choose a CURRENT non-U.S. topic issue making news in the world upon which to explore historical causes. Students will then email their choice to the instructor by midnight, Jan 31st. The instructor will respond with an approval or, if not appropriate or viable, a response to pick again. The instructor reserves the right to ask for a different topic based on frequency of choice.

The Review:
The completed paper will begin with a brief outline of the issue addressed. The majority of the paper should then focus upon the historical origins of the issue reaching as far back as possible. Possible lines of research may include, but are not limited to politics, economics, geography and natural resources, religion, ethnic tensions, etc.

Each paper should use no fewer that six sources, including at least two PRINTED (electronic books and scholarly journals included) sources. Only QUALIFIED sources should be considered when using the internet. Wikipedia and other similar “open” forum sites may NOT be used as sources.

All thoughts, ideas, and/or words that are not original to the student must be properly cited using FOOTNOTES (Do not limit your citations to direct quotes). The footnote format should follow the Turabian style, otherwise the paper style is open as long as it meets check sheet requirements. Examples can be easily found on the internet. Papers not properly cited will be considered plagiarized, resulting in a failing class grade and submission to the judicial council.

PAPERS ARE DUE AT THE BEGINNING OF THE CLASS PERIOD. Papers will be considered late beginning IMMEDIATELY after their collection at the beginning of class and will be reduced by one letter grade for every scheduled class meeting it is not turned in following the date due.

Requirements check sheet (SEE END of SYLLABUS) for paper must me attached to paper at time of submission.
A = Excellent. Your essay will:
- Have a strong thesis (main point) that is clearly supported by an organized essay/letter/speech where appropriate.
- Provide excellent examples to support your thesis.
- Show thorough comprehension of the ideas presented in class and in the reading.
- Demonstrate innovative ideas and approaches.
- Have strong analyses of material and arguments found in lecture, reading, and research.
- Contextualize ideas and arguments to the overall historical period.
- Have proper citations as per syllabus.
- Be written clearly, with few errors in grammar, spelling, punctuation or usage.

B = Very Good. Your essay will:
- Have a good thesis that is supported by a mostly well organized essay/letter/speech where appropriate.
- Provide appropriate examples to support your thesis.
- Demonstrate comprehension of the ideas presented in class and in the reading.
- Analyze material and arguments found in lecture, reading, and research.
- Connect ideas and arguments to the overall historical period.
- Have proper citations with few mistakes as per syllabus.
- Be written clearly, with minor errors in grammar, spelling, punctuation or usage.

C = Good/Average. Your essay will:
- Have a thesis, perhaps flawed, or one that is incompletely supported by the essay/letter/speech where appropriate.
- Organized.
- Provide examples to support your thesis.
- Demonstrate basic comprehension of the ideas presented in class and in the reading.
- Reveal some incompleteness in the research.
- Incompletely analyze material and arguments found in lecture, reading, and research.
- Incompletely connect ideas and arguments to the overall historical period.
- Improper use of citations, or incorrect format as per syllabus.
- Be written clearly, with some errors in grammar, spelling, punctuation or usage.

D = Below Average/Barely passing. Your essay will have one or more major problems:
- A weak thesis; or one that is incompletely supported by the essay/letter/speech where appropriate.
- Incomplete or weak organization.
- Weak examples or neglect to include textual examples.
- Show minimal comprehension of the ideas presented in class and in the reading.
- Show incomplete research.
- Partially analyze material and arguments found in lecture, reading, and research.
- Missing, or use incorrect citation format as per syllabus.
- Show lack of coherence, or many errors in grammar, spelling, punctuation or usage (>5/page).

F = Failing. Your essay will receive an F if it meets ANY of the criteria below:
- Does not meet the minimum requirements for a D.
- Shows evidence of plagiarism.
- Does not fulfill the requirements of the assignment.
- Contains unacceptable amount of compositional errors.
- Written in stream of consciousness or incoherent argumentation (babbling).
Plagiarism

The following discussion of plagiarism was produced by Writing Tutorial Services, Indiana University, Bloomington, IN and can be found at http://www.indiana.edu/~wts/wts/plagiarism.html.

What is Plagiarism and Why is it Important?

In college courses, we are continually engaged with other people's ideas: we read them in texts, hear them in lecture, discuss them in class, and incorporate them into our own writing. As a result, it is very important that we give credit where it is due. Plagiarism is using others' ideas and words without clearly acknowledging the source of that information.

How Can Students Avoid Plagiarism?

To avoid plagiarism, you must give credit whenever you use

- another person's idea, opinion, or theory;
- any facts, statistics, graphs, drawings--any pieces of information--that are not common knowledge;
- quotations of another person's actual spoken or written words; or
- paraphrase of another person's spoken or written words.

How to Recognize Unacceptable and Acceptable Paraphrases

Here's the ORIGINAL text, from page 1 of Lizzie Borden: A Case Book of Family and Crime in the 1890s by Joyce Williams et al.:

The rise of industry, the growth of cities, and the expansion of the population were the three great developments of late nineteenth century American history. As new, larger, steam-powered factories became a feature of the American landscape in the East, they transformed farm hands into industrial laborers, and provided jobs for a rising tide of immigrants. With industry came urbanization the growth of large cities (like Fall River, Massachusetts, where the Bordens lived) which became the centers of production as well as of commerce and trade.

Here's an UNACCEPTABLE paraphrase that is plagiarism:

The increase of industry, the growth of cities, and the explosion of the population were three large factors of nineteenth century America. As steam-driven companies became more visible in the eastern part of the country, they changed farm hands into factory workers and provided jobs for the large wave of immigrants. With industry came the growth of large cities like Fall River where the Bordens lived which turned into centers of commerce as well as production.

What makes this passage plagiarism?

The preceding passage is considered plagiarism for two reasons:

- the writer has only changed around a few words and phrases, or changed the order of the original's sentences.
- the writer has failed to cite a source for any of the ideas or facts.

If you do either or both of these things, you are plagiarizing.

NOTE: This paragraph is also problematic because it changes the sense of several sentences (for example, "steam-driven companies" in sentence two misses the original's emphasis on factories).
Here's an ACCEPTABLE paraphrase:

Fall River, where the Borden family lived, was typical of northeastern industrial cities of the nineteenth century. Steam-powered production had shifted labor from agriculture to manufacturing, and as immigrants arrived in the US, they found work in these new factories. As a result, populations grew, and large urban areas arose. Fall River was one of these manufacturing and commercial centers (Williams 1).

Why is this passage acceptable?

This is acceptable paraphrasing because the writer:

- accurately relays the information in the original
- uses her own words.
- lets her reader know the source of her information.

Here's an example of quotation and paraphrase used together, which is also ACCEPTABLE:

Fall River, where the Borden family lived, was typical of northeastern industrial cities of the nineteenth century. As steam-powered production shifted labor from agriculture to manufacturing, the demand for workers "transformed farm hands into industrial laborers," and created jobs for immigrants. In turn, growing populations increased the size of urban areas. Fall River was one of these hubs "which became the centers of production as well as of commerce and trade" (Williams 1).

Why is this passage acceptable?

This is acceptable paraphrasing because the writer:

- records the information in the original passage accurately.
- gives credit for the ideas in this passage.
- indicated which part is taken directly from her source by putting the passage in quotation marks and citing the page number.

Note that if the writer had used these phrases or sentences in her own paper without putting quotation marks around them, she would be PLAGIARIZING. Using another person's phrases or sentences without putting quotation marks around them is considered plagiarism **EVEN IF THE WRITER CITES IN HER OWN TEXT THE SOURCE OF THE PHRASES OR SENTENCES SHE HAS QUOTED.**

Plagiarism and the World Wide Web

The World Wide Web has become a more popular source of information for student papers, and many questions have arisen about how to avoid plagiarizing these sources. In most cases, the same rules apply as to a printed source: when a writer must refer to ideas or quote from a WWW site, she must cite that source.

If a writer wants to use visual information from a WWW site, many of the same rules apply. Copying visual information or graphics from a WWW site (or from a printed source) is very similar to quoting information, and the source of the visual information or graphic must be cited. These rules also apply to other uses of textual or visual information from WWW sites; for example, if a student is constructing a web page as a class project, and copies graphics or visual information from other sites, she must also provide information about the source of this information. In this case, it might be a good idea to obtain permission from the WWW site's owner before using the graphics.
Strategies for Avoiding Plagiarism

1. Put in quotations everything that comes directly from the text especially when taking notes.

2. Paraphrase, but be sure you are not just rearranging or replacing a few words.

   Instead, read over what you want to paraphrase carefully; cover up the text with your hand, or close the text so you can't see any of it (and so aren't tempted to use the text as a "guide"). Write out the idea in your own words without peeking.

3. Check your paraphrase against the original text to be sure you have not accidentally used the same phrases or words, and that the information is accurate.

Terms You Need to Know (or What is Common Knowledge?)

Common knowledge: facts that can be found in numerous places and are likely to be known by a lot of people.

Example: John F. Kennedy was elected President of the United States in 1960.

This is generally known information. You do not need to document this fact.

However, you must document facts that are not generally known and ideas that interpret facts.

Example: According the American Family Leave Coalition's new book, Family Issues and Congress, President Bush's relationship with Congress has hindered family leave legislation (6).

The idea that "Bush's relationship with Congress has hindered family leave legislation" is not a fact but an interpretation; consequently, you need to cite your source.

Quotation: using someone's words. When you quote, place the passage you are using in quotation marks, and document the source according to a standard documentation style.

The following example uses the Modern Language Association's style:

Example: According to Peter S. Pritchard in USA Today, "Public schools need reform but they're irreplaceable in teaching all the nation's young" (14).

Paraphrase: using someone's ideas, but putting them in your own words. This is probably the skill you will use most when incorporating sources into your writing. Although you use your own words to paraphrase, you must still acknowledge the source of the information.

The following handout is quoted from the Purdue University Online Writing Lab and can be accessed at http://owl.english.purdue.edu/handouts/print/research/r_plagiari.html

Avoiding Plagiarism

Brought to you by the Purdue University Online Writing Lab at http://owl.english.purdue.edu
Academic writing in American institutions is filled with rules that writers often don’t know how to follow. A working knowledge of these rules, however, is critically important; inadvertent mistakes can lead to charges of plagiarism or the unacknowledged use of somebody else’s words or ideas. While other cultures may not insist so heavily on documenting sources, American institutions do. A charge of plagiarism can have severe consequences, including expulsion from a university. This handout, which does not reflect any official university policy, is designed to help writers develop strategies for knowing how to avoid accidental plagiarism.

Since teachers and administrators may not distinguish between deliberate and accidental plagiarism, the heart of avoiding plagiarism is to make sure you give credit where it is due. This may be credit for something somebody said, wrote, emailed, drew, or implied.

### Choosing When to Give Credit

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<tr>
<th>Need to Document</th>
<th>No Need to Document</th>
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<tbody>
<tr>
<td>- When you are using or referring to somebody else’s words or ideas from a magazine, book, newspaper, song, TV program, movie, Web page, computer program, letter, advertisement, or any other medium.</td>
<td></td>
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<tr>
<td>- When you use information gained through interviewing another person.</td>
<td>- When you are writing your own experiences, your own observations, your own insights, your own thoughts, your own conclusions about a subject.</td>
</tr>
<tr>
<td>- When you copy the exact words or a &quot;unique phrase&quot; from somewhere.</td>
<td>- When you are using &quot;common knowledge&quot; — folklore, common sense observations, shared information within your field of study or cultural group.</td>
</tr>
<tr>
<td>- When you reprint any diagrams, illustrations, charts, and pictures.</td>
<td>- When you are compiling generally accepted facts.</td>
</tr>
<tr>
<td>- When you use ideas that others have given you in conversations or over email.</td>
<td>- When you are writing up your own experimental results.</td>
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# Making Sure You Are Safe

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<th></th>
<th><strong>Action during the writing process</strong></th>
<th><strong>Appearance on the finished product</strong></th>
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| **When researching, note-taking, and interviewing** | • Mark *everything* that is someone else’s words with a big *Q* (for *quote*) or with big quotation marks  
• Indicate in your notes which ideas are taken from sources (*S*) and which are your own insights (*ME*)  
• Record all of the relevant documentation information in your notes | Proofread and check with your notes (or photocopies of sources) to make sure that *anything* taken from your notes is acknowledged in some combination of the ways listed below:  
• In-text citation  
• Footnotes  
• Bibliography  
• Quotation marks  
• Indirect quotations |
| **When paraphrasing and summarizing** | • First, write your paraphrase and summary without looking at the original text, so you rely only on your memory.  
• Next, check your version with the original for content, accuracy, and mistakenly borrowed phrases | • Begin your summary with a statement giving credit to the source: *According to Jonathan Kozol, ...*  
• Put any *unique words or phrases* that you cannot change, or do not want to change, in quotation marks: ... *"savage inequalities" exist throughout our educational system (Kozol).* |
| **When quoting directly** | • Keep the person’s name near the quote in your notes, and in your paper  
• Select those direct quotes that make the most impact in your paper -- too many direct quotes may lessen your credibility and interfere with your style | • Mention the person’s name either at the beginning of the quote, in the middle, or at the end  
• Put quotation marks around the text that you are quoting  
• Indicate added phrases in brackets (*[]*) and omitted text with ellipses (*...*) |
When quoting indirectly

- Keep the person’s name near the text in your notes, and in your paper
- Rewrite the key ideas using different words and sentence structures than the original text
- Mention the person’s name either at the beginning of the information, or in the middle, or at that end
- Double check to make sure that your words and sentence structures are different than the original text

Deciding if Something is "Common Knowledge"

Material is probably common knowledge if . . .

- You find the same information undocumented in at least five other sources
- You think it is information that your readers will already know
- You think a person could easily find the information with general reference sources

Sources used in creating this handout:


This page is located at http://owl.english.purdue.edu/handouts/print/research/r_plagiar.html

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ISSUE PAPER CHECKSHEET
(must be attached to the end of the paper)

Paper requirements:

___ 5 FULL to 8 pages in length
___ Typed
___ Stapled
___ Pages numbered (do NOT start with title page)
___ Double-spaced
___ No “extra” spacing between paragraphs
___ One-inch margins
___ 12-point Times New Roman font
___ No excessive grammatical/proofing errors
___ Block quote format for any quote over 4 typed lines long
___ Any and ALL block quotes SINGLE SPACED
___ Title/Cover page (NOT included in 5-8 page length)
___ Introduction with a thesis statement
___ Conclusion that summarizes the author’s arguments
___ Proper and appropriate citations in TURABIAN format
___ Works Cited page (NOT included in 5-8 page length)
___ NO use of folders or glossy binding of any kind
___ Electronic copy sent to professor

I certify that all paper requirements have been met and understand any deviation from these requirements will result in additional reductions of the paper grade.

___________________________________
(Signature)
PLEASE READ AND SIGN THE FOLLOWING STATEMENT

I, ________________________________________, certify that I have read and understand the ENTIRE syllabus including the guidelines concerning plagiarism. I will address any questions I have concerning information on the syllabus, including plagiarism, to the instructor BEFORE the due date of the exam/assignment.

__________________________________________                         _______________
(Signature)                                         (Date)

Note: The Instructor will not grade a student’s Exam 1 until he has received this signed statement.