KSU History 1110

World History

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Course Description

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 how the global society in which we live came to exist.

ADA Statement

Kennesaw State University provides program accessibility and reasonable accommodations for persons defined as disabled under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Kennesaw State University's Disability Support Services can be accessed at http://www.kennesaw.edu/stu_dev/dsss/dsss.html

Pre-Requisites

There are no pre-requisites for this course.

Textbooks and Materials

• Online access to GAView (http://vista.kennesaw.edu).
• You will need a computer with a sound card, and you will need dependable Internet access.

• You will need Microsoft Office Suite including Microsoft Word, Microsoft Explorer, PowerPoint, and Flash. You can download a free clone version of MS Office at http://www.openoffice.org

• If you have Windows XP, make sure Windows Media Player is NOT set as the default wmv and mp4 player. There is a conflict with GAView/Vista, and the file won't run. RealPlayer (http://www.realplayer.com) and iTunes will work fine. You can learn to change your default settings from this quick video.

• You will also need Adobe's Flash Player and Adobe reader, both available free from http://www.adobe.com/


**Skills and Other Things You Need**

You will need basic computer skills. Can you find a web site if you are given a web address? Can you send and receive an email? Can you attach files and open attachments? If you can, then you will probably have few problems with the technology in this course. You will also need regular access to a computer and Internet service. You can use the labs on campus if you buy a set of headphones. Consider backup places that you will go if your preferred computer access point fails. For example, if you try to get on the internet and you find your home access won't work, where will you go? Then, if during the class you have trouble, you can go to your backup place. Can you go to the local library? To the local community college? To your Aunt's house? If you have no backup places, you probably don't need to take this course. In other words, if your internet fails, it may severely hinder your progress in this class. You will need an email account that you check every day, and your instructor needs that account address.

**How the Course Works**

History 1110 is an online introduction to world history. The course is divided into online modules that run on a weekly schedule. Access to course content will run in 3 week blocks.

**Previous week's material** - voiceover powerpoint available, all graded assignments are closed.

**Current week's material** - voiceover powerpoint available, all graded assignments due at noon, Friday.

**Next week's material** - voiceover powerpoint available, all graded assignments due at noon the following Friday.
Weekly course content (including assignments/quizzes) will become visible by 5:00 PM each Friday. You choose when you access the content within the given time frames. Review of the weekly assignments should take you around 3-4 hours per week, although it is advisable to plan for possible breaks, interruptions, and technical difficulties. In other words, waiting until the last possible moment to access the material may result in missed information and grades, resulting in a lower course grade. You should expect to spend about five-six hours per week on this course, including reviewing materials, completing activities, and reading your textbook. If you foresee possible scheduling conflicts for a certain week, it is advisable that you work ahead on the next week's course material.

**Course Calendar**

<table>
<thead>
<tr>
<th>DATE</th>
<th>DUE</th>
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<tbody>
<tr>
<td>January 9</td>
<td>Classes Begin</td>
</tr>
<tr>
<td>January 13</td>
<td>Last day of Drop/Add</td>
</tr>
<tr>
<td>January 15</td>
<td>Week 1 Assessments introduction due by noon. (extended deadline)</td>
</tr>
<tr>
<td>January 20</td>
<td>Week 2 Assessments and Blog entry/comments due by noon.</td>
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<tr>
<td>January 27</td>
<td>Week 3 Assessments and Blog entry/comments due by noon.</td>
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<tr>
<td>February 3</td>
<td>Week 4 Assessments and Blog entry/comments due by noon.</td>
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<tr>
<td>February 10</td>
<td>Week 5 Assessments and Blog entry/comments due by noon.</td>
</tr>
<tr>
<td>February 17</td>
<td>Week 6 Assessments and Blog entry/comments due by noon.</td>
</tr>
<tr>
<td>February 18-21</td>
<td>Exam One Window &amp; Voicethread Assignment Due if not completed</td>
</tr>
<tr>
<td>February 24</td>
<td>Week 7 Assessments and Blog entry/comments due by noon.</td>
</tr>
<tr>
<td>March 2</td>
<td>Week 8 Assessments and Blog entry/comments due by noon.</td>
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<tr>
<td>March 12</td>
<td>Last day of withdraw from the course with a W</td>
</tr>
<tr>
<td>March 16</td>
<td>Week 9 Assessments and Blog entry/comments due by noon.</td>
</tr>
<tr>
<td>March 23</td>
<td>Week 10 Assessments and Blog entry/comments due by noon.</td>
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<tr>
<td>March 30</td>
<td>Week 11 Assessments and Blog entry/comments due by noon.</td>
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<tr>
<td>April 6</td>
<td>Week 12 Assessments and Blog entry/comments due by noon.</td>
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<tr>
<td>April 7-10</td>
<td>Exam Two Window</td>
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<tr>
<td>April 13</td>
<td>Week 13 Assessments and Blog entry/comments due by noon.</td>
</tr>
<tr>
<td>April 20</td>
<td>Week 14 Assessments and Blog entry/comments due by noon.</td>
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<tr>
<td>April 27</td>
<td>Week 15 Assessments and Blog entry/comments due by noon.</td>
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<tr>
<td>May 3</td>
<td>Week 16 Assessments and Blog entry/comments due by noon.</td>
</tr>
<tr>
<td>May 4-7</td>
<td>Exam Three Window</td>
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<tr>
<td>May 10</td>
<td>Grades Due</td>
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</tbody>
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**Schedule of Topics**

<table>
<thead>
<tr>
<th>Week</th>
<th>Textbook Page Numbers</th>
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</thead>
<tbody>
<tr>
<td>Week 1 - Introduction to Civilization</td>
<td>1-18</td>
</tr>
<tr>
<td>Week 2 - Fertile Crescent (West)</td>
<td>32-38</td>
</tr>
<tr>
<td>Week 3 - Fertile Crescent (East)</td>
<td>22-32, 39-44, 120-130</td>
</tr>
<tr>
<td>Week 4 - Indus Valley Civilization</td>
<td>48-57, 65-67</td>
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</tbody>
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### Additional Information

1.) Your professor will respond to GA View VISTA email within 24-48 hours during the week and ASAP on weekends. If you require a more immediate response, you may also call 678-797-2280 or visit at the KSU campus, Social Sciences building, Room 4115. You may wish to call and make an appointment if you plan a visit--just so that the amount of time you think you'll need will be reserved for you.

2.) Technical support is your responsibility. If a document or lecture does not open for you, let your professor know. Your professor may be able to answer common or more universal problems. However, your professor is NOT technical support. If the problem is on your end (your computer, your software, your modem), it is your responsibility to find someone on your end to help you with the problem. If you are on KSU campus, contact service@kennesaw.edu. Again, please let your professor know if you have any questions.

### Course Expectations

Students are expected to attend the electronic lectures in a timely fashion and to keep up with the course schedule. Attendance is monitored using GAView/Vista. Late assignments may or may not be accepted. If accepted, late assignments lose 10 points per day late. Day 1 of late begins after the due date and time. View the netiquette guidelines for information regarding behavioral expectations for online students.

### Academic Integrity and Integrity

Research has indicated that 40-60% of American college students reported cheating on examinations in college. Over half of the students who reported cheating in college were repeat offenders who used a variety of nefarious techniques to achieve their objective. While I assume the best of all students, I am well aware of these realities.
Every KSU student is responsible for upholding the provisions of the Student Code of Conduct (Section II-A of the KSU Student Code of Conduct) which states:

No student shall receive, attempt to receive, knowingly give or attempt to give unauthorized assistance in the preparation of any work required to be submitted for credit (including examinations, laboratory reports, essays, themes, term papers, etc.). Unless specifically authorized, the presence and/or use of electronic devices during an examination, quiz, or other class assignment is considered cheating. Engaging in any behavior that a professor prohibits as academic misconduct in the syllabus or in class discussion is cheating. When direct quotations are used, they should be indicated, and when the ideas, theories, data, figures, graphs, programs, electronic based information or illustrations of someone other than the student are incorporated into a paper or used in a project, they should be duly acknowledged. No student may submit the same, or substantially the same, paper or other assignment for credit in more than one class without the prior permission of the current professor(s).

Incidents of alleged academic misconduct will be handled through, 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.

I take instances of plagiarism very seriously. If I have questions about the integrity of your work, I will ask to meet with you. If outstanding questions remain, I will adhere to the established procedures of the University Judiciary Program above. Please note: the penalty for cheating and/or plagiarism in this course is a failing grade for the semester.

**Grades and Assessments**

Final grades for the course are based on a possible 1000 points in total for all exams, assessments, and assignments. Weekly assessment/assignment grades will be posted/updated on GaView Vista on a regular basis. Exam essay grades may take up to two weeks to be posted.

**Final Course Grades:**

A = 1000-900
B = 899-800
C = 799-700
D = 699-600
F = 599-0

**Course Grade Components:**

Lecture Quizzes: 10 pts each x 16 = 160 points
Each week, students will complete a quiz based upon the voiceover powerpoint lectures. These quizzes are open note, but will be limited in time. It is advisable for students to listen and take notes on the lecture, read over their notes, and then take the quiz.

**Reading Assessments: 5 pts each x 16 = 80 points**

Each week, students will be assessed on information contained in the readings. These assessments are NOT timed. When a student completes the assessment exercise, a "screen shot" should be taken of the completed assignment and emailed to the professor as an attachment (see the Crossword Assignment Instructions in the content section of Week 1 for more information).

**Blog Assignment: 10 pts each x 16 = 160 points**

Each week, students will surf the internet for an image of architecture, art, or an artifact from the time period and culture(s) discussed in that week's lectures. The image will be copied and posted to the Virtual Museum (see weekly content modules) with a short accompanying text explaining what this image/object tells us about the people who created it. Students may NOT post an image that has previously been posted by themselves or a classmate. In addition, students will comment upon TWO of their classmates' postings. These are ALL or NONE assignments; students must post the image, provide a brief explanation, and comment on TWO other postings to receive credit for each assignment (see the Virtual Museum Instructions in the content section of Week 1 for more information).

**Exams: 200 points each (Objective 120 pts + Subjective 80 pts) x 3 = 600 points**

Exams will be posted in a "window" of accessibility as listed on the Course Calendar. Exams are not counted as part of the weekly content, so plan for extra time during these weeks. Each exam will take place in two parts - Objective (multiple choice, true/false, etc. - 60%) and Subjective (Essay - 40%). The Objective portion of the exam will be limited in terms of time and question access. Instructions will be posted at exam time. The Subjective portion of the exam will consist of an essay question (see essay grading rubric below) to be completed and emailed to the professor before the "exam window" closes. Students will receive a "comments email" concerning their essay after it has been graded (up to two weeks after the exam). Again, students should leave ample time to complete BOTH portions of the exam. The "final exam" acts as a third exam, NOT a comprehensive exam for the entire course.

**Essay Rubric:**

**A = Excellent (80-72 points). Your essay will:**

- Have a strong thesis (main point) that is clearly supported by an organized essay
- Provide excellent examples to support your thesis.
- Show thorough comprehension of the ideas presented in class and in the readings.
- 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, if needed.
• Be written clearly, with few errors in grammar, spelling, punctuation or usage.

B = Very Good (71-64 points). Your essay will:
• Have a good thesis that is supported by a mostly well organized essay.
• Provide appropriate examples to support your thesis.
• Demonstrate comprehension of the ideas presented in class and in the readings.
• Analyze material and arguments found in lecture and readings.
• Connect ideas and arguments to the overall historical period.
• Have proper citations, if needed.
• Be written clearly, with minor errors in grammar, spelling, punctuation or usage.

C = Good/Average (63-56 points). Your essay will:
• Have a thesis, perhaps flawed, or one that is incompletely supported by the essay.
• Somewhat organized, but some supporting facts appear disjointed ("fact salad")
• Provide examples to support your thesis.
• Demonstrate basic comprehension of the ideas presented in class and in the reading.
• Reveal some incompleteness in the material found in class lectures and readings.
• Incompletely analyze material and arguments found in class lectures and readings.
• Incompletely connect ideas and arguments to the overall historical period.
• Improper use of citations.
• Be written clearly, with some errors in grammar, spelling, punctuation or usage.

D = Below Average (55-48 points). Your essay will have one or more major problems:
• A weak thesis; or one that is incompletely supported by the essay.

• Incomplete or weak organization, largely disjointed ("fact salad")

• Weak examples or neglect to include examples.

• Show minimal comprehension of the ideas presented in class and in the readings.

• Partially analyze material and arguments found in lecture, reading, and research.

• Missing necessary citation.

• Show lack of coherence, or many errors in grammar, spelling, punctuation or usage.

**F = Failing (47-0 points). Your essay will receive an F if it meets ANY of the criteria below:**

• Does not meet the minimum requirements for a D.

• Shows clear evidence of plagiarism.

• Does not fulfill the requirements of the assignment, including failing to answer ALL parts of the question.

• 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 and trade 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_plagiar.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.

Making Sure You Are Safe

* 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:

• Use In-text citation, Footnotes, Bibliography to cite information for BOTH direct and 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 ( . . . )

• 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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