INTRODUCTION TO WORLD HISTORY 1110 - 11477
SPRING 2014—MW 8:00 AM TO 9:15 AM—SOCIAL SCIENCES (SO 22) ROOM 3028

Credits: 3

Instructor: Ms. L. Walker

Phone: (770) 423-6294

Office: Social Sciences (SS 22) Room 4005

Email: lwalke72@kennesaw.edu (use this address, not D2L)

Office Hours: Monday and Wednesday 7:00am-8:00am

I. SCOPE OF THE COURSE

• Prerequisites
  o None

• Course Description and Goal
  o World History 1110 is a comprehensive study of world history from pre-history to the present. It serves as an introduction to the social, economic, cultural, and religious developments in various parts of the world. This course will introduce the student to major trends and changes in the past so that the student can experience history on a weekly basis. This will also enhance the student’s critical thinking skills. The first class will provide a general introduction to world history.

• Teaching Method
  o This is a lecture course.

• Student Learning Outcomes
  o Upon completion of this course the student should be able to:
    ▪ Demonstrate the ability to assess and think critically about historical issues and how people interpret these issues.
    ▪ Demonstrate a basic factual knowledge of the world from prehistory to the present.
    ▪ Demonstrate the ability to analyze historical data and reach informed conclusions about these data.

II. REQUIRED MATERIALS

• Textbook
  o Students must GET THE TEXTBOOK NEW FROM THE BOOKSTORE as they will need an access code in order to enter the textbook’s Connect application in which some assignments will be administered.
For assistance registering for Connect, visit this page:
http://connect.customer.mcgraw-hill.com/students-how-to-order/

The course’s Connect webpage: http://connect.mcgraw-hill.com/class/l_walker_section

<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Jerry Bentley, Herbert Ziegler</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>Traditions &amp; Encounters</td>
</tr>
<tr>
<td>Edition</td>
<td>5th</td>
</tr>
<tr>
<td>ISBN</td>
<td>9781259240676</td>
</tr>
</tbody>
</table>

- Registering for this class includes retrieving the required textbook. In order to have the opportunity to succeed in this course, students must have ready access to and remain current in their readings of the textbook. The Instructor will not, under any circumstances, lend the textbook to students.

- **Film**
  - Students will need to watch the film *Troy* (2004). Students are responsible to accessing the film on their own.
  - Students may stream the film here: http://www.amazon.com/Troy-Brad-Pitt/dp/B001N4OX82/ref=sr_1_1?ie=UTF8&qid=1386765661&sr=8-1&keywords=troy

### III. ATTENDANCE, LATE ENTRY AND MAKE-UP POLICY

- Attendance will be taken daily. Attendance will not be graded. The Instructor does not require absence documentation unless it has caused the student to miss an assignment.
- Students who register for the class after the first official day of class will be held accountable for all grading points and educational information lost while they were not registered for the class. They are expected to begin completing assignments as soon as they enroll in this course. It is the sole responsibility of late entry students—not the Instructor—to bring themselves up to speed.
- As a general rule, there will be no make-ups. Students will be notified of assignments weeks in advance and, in many cases, have multiple days to complete their assignments.
- Natural disasters and catastrophic illness are the only reasonable excuses for a late assignment submission. In the event of an extreme situation such as those listed above, the student must produce proof of documentation during office hours. In addition, students will need to produce an excuse for the length of the assignment. In other words, if an assignment is available to complete for 5 days, then the student needs to prove that they could not complete the assignment for any of the 5 days, not just the last day. If the student believes that their individual circumstance warrants special consideration, then the student may visit the Instructor during office hours to discuss the matter. The legitimacy of all documentation is at the discretion of the Instructor.
- As a general rule, students should complete their assignments at least 12 hours before they are due. That way, if there is a technological issue, then there is time to solve it. See Technology Issues.

### IV. ELECTRONIC DEVICES POLICY

- No electronic equipment is permitted in this course. As a general rule, if it has an “off” button, then turn it off. Students that use electronic equipment during class or have it visible during class will be required to leave.
V. ACADEMIC DISHONESTY POLICY

- 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.). In addition, while students may study together for assignments, students may not replicate each other’s work or work together while completing assessments.
- Engaging in any behavior which 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 data, 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 assignment for credit in more than one class without the prior permission of the current Instructor(s).
- Unless specifically authorized, the presence and/or use of electronic devices during an examination, quiz, or any other class assignment is considered cheating.
- Students suspected of violating this policy will meet with the Instructor to discuss the violation AND will be reported to the Department of Student Conduct according to the process outlined in the following link: https://web.kennesaw.edu/scai/content/scai-misconduct-procedures. Students found violating the policy will receive a zero on the assignment in which the policy was violated.

VI. ADA COMPLIANCE

- The Americans with Disabilities Act (ADA), Public Law 101-336, gives civil rights protections to individuals with disabilities. This statute guarantees equal opportunity for this protected group where possible.
- Students must provide documentation during office hours from the ADA Compliance Office in order to receive accommodations for learning disabilities in this course. Should a student require or have further questions about the ADA, please contact the ADA Compliance Office at 770-423-6443.

VII. INSTRUCTOR-STUDENT COMMUNICATION & RESPONSE TIMES

- The Instructor will communicate messages with students mainly through D2L announcements. Students should check D2L for announcements daily.
- All email communication must be sent to the Instructor’s university email from the student’s university email. Do not use Desire2Learn email to email the Instructor. Students must address the Instructor as “Ms. Walker.” Keep in mind that the Instructor has many students and multiple classes. Therefore, students should not assume that the Instructor knows who they are or what class they are in. In order to expedite the assistance process, students should format their emails as follows:

  Dear Ms. Walker,

  Polite and respectful message here.

  Sincerely,
  Student First and Last Name
  HST 1110 – MW 8:00-9:15am

- When students use the above format, the Instructor will make every effort to respond to student emails within 24 hours.
• Using CAPITAL LETTERS in an email is considered “shouting.” Do not do it.
• Please be sure to read the syllabus before asking questions as most questions can be answered by reading the syllabus.
• Questions are not an imposition – they are welcome. Chances are, if one student has a question, then someone else is thinking the same thing. The professor will indicate when questions may be asked – usually at the end of class. When a student has a question, they need to raise their hand. Blurt ing out a question or comment when someone else has already raised their hand is rude – it is like jumping ahead of someone else in line.
• The Instructor cannot speak/write to anyone else about the student’s grade other than the student. Students are strongly discouraged from having other people contact the Instructor on their behalf.
• The rules of the syllabus, content of the exams, content of lectures, and calculation of the grade are not a starting point for negotiations. The Instructor cannot negotiate individual terms with each student. Students will receive the grade that they earn.
• Students should be courteous to the Instructor (as well as to each other). Should a student disagree with the Instructor, then it is a good idea to wait and discuss the situation like sensible adults after the initial anger has passed. Students who are verbally abusive to the Instructor (or other students in the class) will be asked to leave class immediately. Serious cases will be reported to the Department of Student Conduct and Academic Integrity.

VIII. TECHNOLOGY & TECHNOLOGY ISSUES

• Students are expected to have access to computers with the latest technology. While inconvenient, these computers may be found in an Internet lab on campus and not in the home.
• Students are expected to log into Desire2Learn to check announcements for this course and check their university email at least once per day.
• Students may email the Instructor when they have technology issues, but keep in mind that the Instructor is not a computer/Internet expert.
• Any technology related issues must be reported to the Student Technology Services department. Students can visit their office in Burress 475, email them at studenthelpdesk@kennesaw.edu, or call them at 770-499-3555.
• As a general rule, students should complete their assignments at least 12 hours before they are due. That way, if there is a technological issue, then there is time to solve it.

IX. PROPER CONDUCT

• Most students exhibit appropriate behavior in class, but there is some disagreement or confusion over what “appropriate” behavior is. At times, a consumer culture creeps into the classroom, with students sometimes perceiving faculty as employees hired to serve them. This is not the appropriate comparison – an Instructor is not here to give the student what the student wants, but rather to help them obtain what they need. An Instructor is more like a physician. Just as any doctor who tells a person “everything is fine” so that they will be happy (when everything is not fine) should be sued for malpractice, any faculty member who gives a student an “A” regardless of their performance or allows anything to happen in class primarily because that is what will make students happy is doing themselves and the students a disservice.
• Learning is a group activity, and the behavior of each person in class in some way or the other affects the learning outcomes of others. Adhering to the following thoughts and rules will create a better classroom environment for everyone involved.

Attendance
- Class begins promptly at the beginning of the class period. Students should be in their seat and ready to start participating in class at that time.
o Should a student need to leave class early, alert the Instructor at the beginning of class and sit as close to the door as possible so as not to disrupt others. Similarly, if a student should arrive to class late, then slip in as quietly as possible.

o If emergencies arise that require an absence from a session, be sure to get the notes and all other information that was covered in class from another student. An Instructor can have hundreds of students per semester; therefore it is not the responsibility of the Instructor to keep each and every student up to speed.

• Preparedness
  o Always bring the required supplies (textbook, paper, writing utensil) and be ready to actively engage in the learning process. This communicates preparedness and interest.
  o Should a student come to class after an assignment has already been passed back, please do not ask for the assignment until after the class is over. It is unfair to the other students in class to wait while the Instructor searches again for someone's paper because they were not there the first time.
  o In deciding whether to attend class, do not ask the Instructor if she is covering anything important on that day. The course is carefully planned out – every day is important.

• Outside Materials
  o When students address their Instructors, they want the Instructor’s full attention. Instructors feel the same way when they are addressing students. Students should not distract themselves and other students by bringing materials to the classroom that do not belong there. For example:
    ▪ Should a student bring a newspaper to class, then they need to put it away at the start of class.
    ▪ Do not study material from other classes during this class.
    ▪ Electronic equipment is not allowed.
    ▪ It is fine to bring a drink or a snack to class, as long as it is not distracting. However, please remember that someone else will be coming into the room after this class is done, so pick up the trash.

• Attention
  o The Instructor expects to have the student’s attention for the full class period. This means:
    ▪ Avoid conversations with other people. It is distracting to other students and the Instructor. Students violating this policy will be required to leave class.
    ▪ Students who are too tired to attend class or falling asleep during class should leave. Sleeping during class or laying a head down on a desk is rude, and it is distracting to others. Students violating this policy will be required to leave class.
    ▪ Class ends when the Instructor says that it does. Do not start zipping up backpacks and rustling papers before the end of the class period. There is sufficient time to get to the next class without disrupting the last few minutes of this class. If one person does it, it seems to trigger others to do it, and it makes the last few minutes less than optimal for everyone. Students may pack up when the Instructor says "Class dismissed."

• Grades and Assignments
  o The time to be concerned about grades is in the first fourteen weeks of the course, not in the last week.
  o Turn in assignments on time. A student should want the Instructor to know who they are for the right reasons.

X. WITHDRAWALS AND INCOMPLETES

• Final Date for Withdrawal
  o The final date for withdrawal from this course with a grade of “W” is March 3, 2014.
Incomplete Grades
- Incomplete grades will be indicated by “I” and will only be awarded when a student has done satisfactory work up until the last two weeks of the semester, but for academic reasons beyond their control is unable to meet the full requirements of the course. Incomplete grades are only valid after the submission of the Incomplete Grade form (signed by both the Instructor and the student) to the Department Chair’s office.

XI. ASSIGNMENTS/FACTORS

- The grading scale determines the overall letter grade that the student will receive based upon how many points they have earned through their assignments. The student’s score is always out of 1000 possible points. The following will determine the student’s letter grade and final score:

<table>
<thead>
<tr>
<th>POINTS</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>900+</td>
<td>A</td>
</tr>
<tr>
<td>899.9-800</td>
<td>B</td>
</tr>
<tr>
<td>799.9-700</td>
<td>C</td>
</tr>
<tr>
<td>699.9-600</td>
<td>D</td>
</tr>
<tr>
<td>599.9-0</td>
<td>F</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ASSIGNMENTS/FACTORS</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus Quiz</td>
<td>50</td>
</tr>
<tr>
<td>Film Critique</td>
<td>50</td>
</tr>
<tr>
<td>Critical Mission Reflections</td>
<td>75</td>
</tr>
<tr>
<td>Map Queries</td>
<td>100</td>
</tr>
<tr>
<td>Pop Quizzes</td>
<td>125</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>150</td>
</tr>
<tr>
<td>Final Exam</td>
<td>150</td>
</tr>
<tr>
<td>Thematic Essays</td>
<td>300</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>1000</strong></td>
</tr>
</tbody>
</table>

Extra Credit
- There are no extra credit assignments. Please do not ask.

Syllabus Quiz
- Measurement: The Syllabus Quiz is designed to assess how well students understand the requirements of the course.
- Preparation: To best prepare for the Syllabus Quiz, students should take notes on the first day of class and read the syllabus carefully.
- Delivery: The Syllabus Quiz will be delivered online through Desire2Learn. The instructor will give more information and answer questions regarding the Syllabus Quiz on the first day of class.
  - **CAUTION:** While students may study together in groups, they must take the test alone. Collaboration on the quiz will be considered cheating and result in a final score of zero. See the Academic Dishonesty Policy for more information.
- Opportunities: There will be 1 Syllabus Quiz.
- Score Recording: The score will be available immediately online in Desire2Learn.
- Due Date: Syllabus Quiz January 17, 2014 by 3pm

Pop Quizzes
- Measurement: The Pop Quizzes are designed to assess how well students are keeping up with the assigned readings and viewings.
- Preparation: To best prepare for the Pop Quizzes, review the material in D2L within the ‘Pop Quizzes’ category. Links to the material will be provided in Desire2Learn.
- Delivery: The Pop Quizzes will be delivered via D2L.
  - **CAUTION:** While students may study together in groups (i.e. watching/reading the material), they cannot help each other on quizzes. Collaboration (such as
talking during the quiz) will be considered cheating and result in a final score of zero. See the Academic Dishonesty Policy for more information.

- **Opportunities:** These are pop quizzes so the number of quizzes will not be given.
- **Score Recording:** The score will be available in Desire2Learn within 2 weeks of the due date.
- **Due Dates:**

<table>
<thead>
<tr>
<th>Pop Quizzes</th>
<th>They are pop quizzes so the due dates are tentative. Check D2L regularly.</th>
</tr>
</thead>
</table>

**Film Critique**

- **Measurement:** The Film Critique is designed to assess how well students can determine what is fact and fiction in a Hollywood film.
- **Preparation:** To best prepare for the Film Critique, students should attend class, pay close attention to the film, and take notes.
- **Delivery:** The film is *Troy* (2004). Students are responsible for viewing the film before it is discussed in class. Students may see the link available above. The Instructor will place the film in historical context and discuss what is factual and inaccurate. The Film Critique will be delivered online in Desire2Learn.
  - **CAUTION:** While students may study together in groups, they must complete the Film Critique alone. Collaboration on the exam will be considered cheating and result in a final score of zero. See the Academic Dishonesty Policy for more information.
- **Opportunities:** Students will complete 1 Film Critique.
- **Score Recording:** The score will be available in Desire2Learn within 2 weeks of the due date.
- **Due Dates:**

<table>
<thead>
<tr>
<th>Watch the film before</th>
<th>February 1, 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Film Critique</td>
<td>February 14, 2013 by 3pm</td>
</tr>
</tbody>
</table>

**Thematic Essays**

- **Measurement:** Thematic Essays are designed to assess how well students are keeping up with textbook readings.
- **Preparation:** To best prepare for Thematic Essays, students should read the textbook, come to class and take notes.
  - **Delivery:** Thematic Essays will be delivered through Desire2Learn. Students will answer one Thematic Essay question from a list provided via D2L announcements which focus on themes in world history. Students may suggest questions for use in D2L. Essays should contain 3 paragraphs (introduction, body, and conclusion) and about 250-300 words (no more and no less).
  - **CAUTION:** Even though students are in groups, they are not to work together on these assignments. Students must put everything in their own words as copying and pasting is considered plagiarism. Plagiarism will result in the student receiving a zero on this assignment. See the Academic Dishonesty Policy for more information.
- **Opportunities:** Students will complete 3 essays worth 100 points each.
- **Score Recording:** The score will be available in Desire2Learn within 2 weeks of the due date. The final score will be determined by how well students answer the questions as well as structure, grammar and content.
- **Due Dates:**

<table>
<thead>
<tr>
<th>Essay</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Units 1 &amp; 2</td>
<td>February 14, 2014 by 3pm</td>
</tr>
<tr>
<td>Units 3 &amp; 4</td>
<td>March 21, 2014 by 3pm</td>
</tr>
<tr>
<td>Units 5 &amp; 6</td>
<td>May 2, 2014 by 3pm</td>
</tr>
</tbody>
</table>
• **Map Queries**
  o **Measurement**: Map Queries are designed to assess how well students understand world geography.
  o **Preparation**: To best prepare for Map Queries, students should read the textbook.
  o **Delivery**: Map Queries will be delivered online through Connect.
    - **CAUTION**: While students may study together in groups, they must complete the Map Query alone. Collaboration on this assignment will be considered cheating and result in a final score of zero. See the Academic Dishonesty Policy for more information.
  o **Opportunities**: Students will complete 2 Map Queries worth 50 points each.
  o **Score Recording**: The final score will be available immediately in Connect.
  o **Due Dates**:
    | Map Query 1 | February 21, 2014 by 3pm |
    | Map Query 2 | April 25, 2014 by 3pm |

• **Critical Mission Reflections**
  o **Measurement**: The Critical Mission Reflections are designed to assess how well students can apply primary documents.
  o **Preparation**: To best prepare for the Critical Mission Reflections, students must watch and read the information provided in Connect.
  o **Delivery**: The primary documents are located in Connect. The Critical Mission Reflections will be completed online in Desire2Learn. No work on these assignments is to be completed in Connect. Reflections should contain 3 paragraphs (introduction, body, and conclusion) and be 200-250 words (no more and no less).
  o **Due Dates**:

<table>
<thead>
<tr>
<th>Reflection #</th>
<th>Question</th>
<th>Critical Mission</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection 1</td>
<td>During this course, students have studied works of philosophical significance. In what way does the study of such materials compel one to reflect upon fundamental human questions regarding belief and/or morality? To what extent are these questions and their answers universal or historically/culturally specific?</td>
<td>China in the Period of the Warring States</td>
</tr>
<tr>
<td>Reflection 2</td>
<td>During this course, students have read documents detailing historical encounters. How are such sources uniquely relevant to World History?</td>
<td>Moctezuma and Cortes</td>
</tr>
<tr>
<td>Reflection 3</td>
<td>During this course, students have encountered historical documents revealing the way people felt about their place in the world (as far as being a part of a nation or a people). Reflecting upon these materials, what does World History teach us about how human beings assume different political or social identities?</td>
<td>Congo Conference</td>
</tr>
</tbody>
</table>

- **CAUTION**: While students may study together in groups, they must complete the Critical Missions Reflections alone. Collaboration on these assignments will be considered cheating and result in a final score of zero. Students must put everything in their own words as copying and pasting is considered plagiarism. Plagiarism will result in the student receiving a zero on these assignments. See the Academic Dishonesty Policy for more information.
Opportunities: Students will complete 3 reflections worth 25 points each.

Score Recording: The final score will be available in Desire2Learn within 2 weeks of the assignment due date. The final score will be determined by how well students answer the questions as well as structure, grammar and content. The objective is for each individual student to reflect on the critical mission while bringing something both correct and unique to the reflection. Students that echo what everyone else has written will not receive full credit.

Due Dates:

<table>
<thead>
<tr>
<th>Reflection</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection 1</td>
<td>January 31, 2014 by 3pm</td>
</tr>
<tr>
<td>Reflection 2</td>
<td>March 14, 2014 by 3pm</td>
</tr>
<tr>
<td>Reflection 3</td>
<td>March 28, 2014 by 3pm</td>
</tr>
</tbody>
</table>

Midterm and Final Exams

Measurement: The midterm and final exams are designed to assess how well students are keeping up with in-class activities.

Preparation: To best prepare for the midterm and final exam, students should attend class and take notes.

Delivery: The midterm and final exam will be delivered online through Desire2Learn. The instructor will give more information and answer questions regarding the midterm and final exam as their due dates approach.

**CAUTION:** While students may study together in groups, they must take the exam alone. Collaboration on the exam will be considered cheating and result in a final score of zero. See the Academic Dishonesty Policy for more information.

Opportunities: Students will complete 1 midterm exam worth 150 points. Students will complete 1 final exam worth 150 points.

Score Recording: The score will be available immediately online in Desire2Learn.

Due Dates:

<table>
<thead>
<tr>
<th>Exam</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm Exam</td>
<td>February 28, 2014 by 3pm</td>
</tr>
<tr>
<td>Final Exam</td>
<td>May 7, 2014 by 10am</td>
</tr>
</tbody>
</table>

This course will adhere to the university’s final exam schedule. Students may find the university’s final exam schedule here and plan accordingly:

[https://web.kennesaw.edu/registrar/students/exam_schedules/main](https://web.kennesaw.edu/registrar/students/exam_schedules/main)

XII. THEMATIC COURSE CONTENT

- Unit 1 Themes
  1. Bipedalism and language help distinguish hominids from the large apes.
  2. Adoption of agricultural techniques transformed the roles of males and females in society.
  3. Written scripts become tied to social hierarchy.
  4. Technological innovations such as irrigation shape societies.
  5. The Indo-Europeans are an agent of change.

- Unit 2 Themes
  1. Alexander the Great’s conquests altered the political landscape of the Afro-Eurasian world.
  2. Similarities exist between the Qin and Roman empires.
  3. Mythological stories are strikingly similar to Judeo-Christian ones.
  4. The political structures of the Roman Empire effected the organization and growth of Christianity.
  5. All democracies are not created equal.

- Unit 3 Themes
1. The Dark Ages were chaotic and disorganized in Western Europe, but the Byzantine Empire in Eastern Europe and the Islamic Empires flourished.
2. During the Middle Ages, Europe made strides in repairing and stabilizing itself.
3. Christianity and Islam have as much in common as they have different. The Christians that started the Crusades.
4. The Mongols ended the Islamic Empire and created the largest land empire to date.
5. The Ottoman Empire conquered the Byzantine Empire and used it as a "doorway" into Christian Europe.

- Unit 4 Themes

1. The Renaissance is twofold: the rebirth of interest in the Classical World and religious reformation.
2. The Reformation leads to a new type of Christianity, religious warfare and fear.
3. Where the Catholic Church operates as one unit, there are many different types of Protestantism – each believing something different.
4. The exploration will allow an "exchange" between the New and Old World. New world societies will be subdued or annihilated by Europeans.
5. Participation in the slave trade led to the formation of states in Africa.

- Unit 5 Themes

1. The Renaissance and Reformation allowed people to question triggering advances in science and reflection on society.
2. Though Russia is divided from and chronically behind the rest of Europe, some tsars will attempt to connect and bring it up to speed.
3. Absolutism causes legislative bodies to demand a voice and/or revolt.
4. The French Revolution is actually a circle.
5. New technology leads to imperialism and war.

- Unit 6 Themes

1. There really is no WWI or WWII. There was one Great War with a 20-year ceasefire. The composition of the Treaty of Versailles made the end of the ceasefire inevitable.
2. World War I shocked the European-centered world order but World War II destroyed it.
3. Social Darwinism has deadly repercussions.
4. The Cold War was between the United States and the Soviet Union, but they never fought each other.
5. The Cold War impacted the first, second and third worlds.

XIII. GENERAL ASSESSMENT

HIST 1110 satisfies one of Kennesaw State University's general education program requirements. It addresses the SOCIAL SCIENCES general education learning outcome(s). The learning outcome states: Students analyze the complexity of human behavior and how social, historical, economic, political, or spatial relationships develop, persist, or change. For more information about KSU's General Education program requirements and associated learning outcomes, please visit http://catalog.kennesaw.edu/preview_program.php?catoid=14&poid=1248

Kennesaw State University is currently engaged in a campus-wide assessment of its general education program. The purpose is to measure student achievement with respect to faculty defined student learning outcomes. This course has been selected to participate in the process. No individually-identifiable student information will be collected as part of the assessment. Data will be
reported only in aggregated form. Students should know that the data may be used for scholarly work by members of KSU faculty (but only in anonymous and aggregated form). If you are opposed to having your anonymous data used for scholarly work, you can “opt out” of this specific aspect of the process. For more information on the general education assessment process and for access to an “opt out” form, please click http://www.kennesaw.edu/gened/optoutform.html