KSU History 1110
World History

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Course Description:
HIST 1110 is an overview of world history that provides an introduction to the origin and development of the world’s societies and their political, cultural, and economic traditions.

Learning Objectives:
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=10&poid=704

Pre-Requisites
There are no pre-requisites for this course.

Course Goals
1. Students will be introduced to history as a field of academic study.
2. Students will be able to describe the general narrative of human social development from the Neolithic to the Information Age with attention to the interaction between civilizations and to the interplay of change and continuity in the human experience.
3. Students will be able to identify major historical periods and compare the important political, social, economic, cultural, and ideological characteristics of each.
4. Students will be able to identify specific historical events and periods in history and place events accurately in chronological relation to other events and cultural developments.
5. Students will be able to identify characteristics of cultural diversity in the world.
6. Students will be able to distinguish recurring themes in human experience.
7. Students will be able to identify the relationship between technological and social change.
8. Students will be able to identify the major geographic place-names relevant to world history and contemporary affairs.
9. Students will be able to describe particular historical events within a broader historical context.
10. Students will be able to identify the role of the past in the events of the present.

**Texts and Technology:**


  ISBN-10: 0205835503

  E-textbook copies may be purchased at

- Online access to Desire2Learn ([http://d2l.kennesaw.edu/](http://d2l.kennesaw.edu/)).

- You will need a computer with 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](http://www.openoffice.org)

**Attendance:**

*Perfect attendance for this class is required to pass the course.* I will take attendance twice a day and you must be present for BOTH to be counted as present. Any absence will result in a failing grade for the class.

**Electronic Equipment:**

Voice recorders are permitted in the classroom. NO LAP-TOPS OR CELL PHONES ARE PERMITTED IN THE CLASSROOM. 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.

**Assessments:**

**Exams** – There will be a midterm (MC 60 pts + Essay 40 pts = 100 pts), final exam (MC 60 pts + Essay 40 pts = 100 pts). Essays will be submitted via dropbox on D2L.

**Film Quizzes** – Average = 100 possible points
**Grades:**

Midterm Exam  100 pts  
Final Exam   100 pts  
Video Quizzes  100 pts (averaged)  
Total  300 possible points  

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

**Class Schedule**

May 12  Fertile Crescent  
May 13  India  
May 14  China  
May 15  Africa & Americas  
May 16  Ancient Mediterranean – **Midterm opens @ 9:00 PM**  
May 19  Christianity & Islam – **Midterm Exam due by NOON.**  
May 20  Exploration to Revolutions  
May 21  Industrial Revolution  
May 22  Nationalism and Imperialism  
May 23  20th century – **Final Exam opens @ 9:00 PM**  
May 26  **Final Exam due by NOON.**

**THE INSTRUCTOR RESERVES THE RIGHT TO ALTER THIS SCHEDULE WITH AT LEAST 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/or Plagiarism will result in an automatic failing class grade and will be referred to the KSU judicial board.**

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**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](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:
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.

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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](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](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

<table>
<thead>
<tr>
<th>Need to Document</th>
<th>No Need to Document</th>
</tr>
</thead>
<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>• 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 use information gained through interviewing another person</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 copy the exact words or a &quot;unique phrase&quot; from somewhere</td>
<td>• When you are compiling generally accepted facts</td>
</tr>
<tr>
<td>• When you reprint any diagrams, illustrations, charts, and pictures</td>
<td>• When you are writing up your own experimental results</td>
</tr>
<tr>
<td>• When you use ideas that others have given you in conversations or over email</td>
<td></td>
</tr>
</tbody>
</table>

Making Sure You Are Safe

<table>
<thead>
<tr>
<th>Action during the writing process</th>
<th>Appearance on the finished product</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>When researching, note-taking, and interviewing</strong></td>
<td>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:</td>
</tr>
<tr>
<td>• Mark <em>everything</em> that is someone else’s words with a big <strong>Q</strong> (for <em>quote</em>) or with big quotation marks</td>
<td>• In-text citation</td>
</tr>
<tr>
<td>• Indicate in your notes which ideas are taken from sources (<strong>S</strong>) and which are your own insights (<strong>ME</strong>)</td>
<td>• Footnotes</td>
</tr>
<tr>
<td>• Record all of the relevant documentation information in your notes</td>
<td>• Bibliography</td>
</tr>
<tr>
<td></td>
<td>• Quotation marks</td>
</tr>
<tr>
<td></td>
<td>• Indirect quotations</td>
</tr>
</tbody>
</table>
| 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
PLEASE READ AND SIGN THE FOLLOWING STATEMENT

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

_______________________________                         _______________
(Signature)        (Date)

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