

HISTORY 125-002 & P01
INTRODUCTION TO WORLD HISTORY, FROM 1200 TO THE PRESENT
Spring 2016

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Location: Robinson Hall B, room 3??

Lecture Class Location: Robinson Hall B, room 104

Lecture Class Period: Thursdays, 12:00 – 1:15 p.m.

Recitations: 125-3P1: Tuesdays, 12:00 – 1:15 p.m.
Location: Music Theatre Bldg., room 1008

125-3P2: Tuesdays, 10:30 – 11:45 a.m.
Location: Music Theatre Bldg., room 1008

125-304: Tuesdays, 12:00 – 1:15 p.m.
Location: Robinson A, room 106

125-305: Tuesdays, 1:30 – 2:45 p.m.
Location: Robinson B, room 102

Mailbox location: Robinson Hall B, room 359 (Main History Dept. office)

COURSE DESCRIPTION AND OBJECTIVES

In this course, we will explore the sweeping historical changes that created today's world, ending with the current but fairly recent ascent of "the West." We will survey major features of the principal civilizations of the world and the major types of global contacts, as they were originally formed and as they have been more recently altered during the past three centuries by the "forces of modernity." We will try to define what the major traditional features of each civilization were, and how those cultures persisted and changed as the "modern world" evolved. This course will specifically trace key processes shaping and reshaping the politics, cultures, and economies of various societies throughout the world. The chief goals of this course involve the following: the ability to assess change over time on a global level; the capacity to compare different societies; and the understanding of the emergence and impact of global processes throughout the past three-quarters of a millennium.

While Europe and the United States will be part of our focus, we will also consider Africa, Asia, Latin America, and the Middle East to a significant degree. Each of these geographic regions became enmeshed in a global system affected by far-reaching religious transformations, mercantile activity, industrial growth and imperialism/colonialism. Finally, we will study the influences of modern nationalism, Cold War dynamics, and anti-colonial movements in the twentieth century. By the end of the semester, students should have a grasp of the major trends underlying the most recent millennium of world history – ALL of world history. To accomplish all of this, we will explore primary documents from some often "unheard" voices like women, non-whites and non-Westerners (although we won't completely forget about the so-called "Great White Men" either), secondary source scholarship in the form of scholarly articles and informative (and amusing) videos, plus other artistic devices such as images and music and feature-length documentaries. This class will be organized as BOTH lecture classes and interactive activities during recitations such as group work and discussion.

REQUIRED TEXTS

The following optional textbook and supplemental reading for this course are available at the GMU Bookstore in the Johnson Center and also online:

1. **TEXTBOOK (OPTIONAL):** Peter Stearns, *World History in Brief: Major Patterns of Change and Continuity, since 1450*, Volume 2, 8th edition (Pearson). ISBN-10: 0-205-89628-6
2. **Supplemental Book (REQUIRED):** Trevor R. Getz and Liz Clarke, *Abina and the Important Men: A Graphic History*, 2nd edition (Oxford University Press, 2015).

The University Libraries also now supports a textbook reserve program called TextSelect. Under this program the Libraries purchases **ONE** copy of most required **books** for all Mason general education courses (AKA the Mason Core), including this section of HIST 125. The Libraries puts these books on reserve in the Gateway Library at the Johnson Center for use by students as an attempt to help defray some of the costs associated with textbook purchases. The books may be charged out for 2 hour time periods and, if there is no one else awaiting use of the book, the book can be renewed. I suggest looking at the textbook, even though it is optional, to best follow the class and its chronology, in particular.

This class will also have a Blackboard course page that you should have access to by this point. Many of your assignments will be turned in via Blackboard. If you haven't checked yet, you can access Blackboard through your MyMason portal at <https://mymasonportal.gmu.edu/webapps/portal/frameset.jsp>.

INTENDED LEARNING OUTCOMES FOR THIS MASON CORE COURSE

1. Students will demonstrate familiarity with the major chronology of World history.
2. Students will demonstrate the ability to narrate and explain long-term changes and continuities in World history.
3. Students will identify, evaluate and appropriately cite online and print resources.
4. Students will develop multiple historical literacies by analyzing primary sources of various kinds (texts, images, music) and using these sources as evidence to support interpretation of historical events.
5. Students will communicate effectively – orally and in writing – their understanding of patterns, processes, and themes in the history of the (entire) world.

THE MASON CORE

George Mason University's Mason Core is designed to complement work in a student's chosen area of study. These classes serve as a means of discovery for students, providing a foundation for learning, connecting to potential new areas of interest and building tools for success in whatever field a student pursues. Learning outcomes are guided by the qualities every student should develop as they move toward graduating with a George Mason degree.

Through this and a combination of courses, the Mason Core program helps students to become:

Critical and Creative Scholars

Students who have a love of and capacity for learning. Their understanding of fundamental principles in a variety of disciplines, and their mastery of quantitative and communication tools, enables them to think creatively and productively. They are inquisitive, open-minded, capable, informed, and able to integrate diverse bodies of knowledge and perspectives.

Self-Reflective Learners

Students who develop the capacity to think well. They can identify and articulate individual beliefs, strengths and weaknesses, critically reflect on these beliefs and integrate this understanding into their daily living.

Ethical, Inquiry-Based Citizens

Students who are tolerant and understanding. They can conceptualize and communicate about problems of local, national and global significance, using research and evaluative perspectives to contribute to the common good.

Thinkers and Problem-Solvers

Students who are able to discover and understand natural, physical, and social phenomena; who can articulate their application to real world challenges; and who approach problem-solving from various vantage points. They can demonstrate capability for inquiry, reason, and imagination and see connections in historical, literary and artistic fields.

COURSE REQUIREMENTS

Attendance and Participation: *Students are expected to attend all meetings of the course.* The quizzes, papers, and midterm and final examinations require knowledge of course lectures and readings. This course is structured to reward students who come to class, complete their reading, participate in the discussions and group work, and stay on top of their assignments. You will be graded on your assignments AND your participation during interactive class activities. I expect all students to participate and your participation will be documented, especially during recitations. To participate effectively you must read and watch the assigned videos and THINK about the assigned materials before you come to class, then be prepared to ask questions and think critically about the material. We will talk about how to do this in one of our first classes. This class is meant to be interactive and that can only occur when both you and the instructors are fully engaged.

Group Work: Many recitations will be structured with mini-lectures or partial-reviews and then mostly group work or discussions. Group work requires students to be prepared for class and to cooperate with their fellow group members. There will usually be some sort of short assignment to complete as part of group activities.

Reading: The readings for this class include an optional textbook, one supplemental reading, primary source readings available online (almost all on Blackboard) that include first-hand accounts of historical moments, and a few other outside articles indicated as such below.

Quizzes: To ensure that students are attentive to the details of the course, you will have several quizzes throughout the semester. The format of the quizzes may vary throughout the term, but they will focus on major points in the assigned readings, videos, and lectures. In-class quizzes will take place at the beginning of class and will resemble the major exams to help students prepare for those heavier assignments. In-class quizzes will be “open-note” – but with restrictions such as putting all notes onto one 8.5” x 11” sheet of paper – to ensure you are taking good notes from the lectures and from the various homework assignments. The three scheduled, online quizzes include two Map Quizzes (one on Afro-Eurasia and the other on the Americas, testing both historical and modern geographic knowledge) and a Syllabus Quiz. Both of these will be on Blackboard during the first few weeks of the semester, to be completed outside of class. More on these during the first day of class.

Short Papers: Students will write TWO (2) papers throughout the semester. Paper #1 will be about 3 pages in length. Paper #2 will be a group paper and longer (but still no more than about 3 pages from each group member). Due dates are listed in the course schedule below, and assignments for each paper will be handed out in class about three to four weeks before they are due. The goal of these papers is to allow students to grapple with the material from the course and work on (and improve) their college-level writing. Guidelines for submitting papers are listed below under course policies and will be expanded upon in the paper assignments.

Examination: The course will have a midterm and a final examination, which will consist largely of matching, identification groupings, and short essay questions. It will cover material from videos shown in class and assigned, lecture notes and primary source readings. They, like the in-class quizzes, will be OPEN-NOTE with restrictions.

GRADING AND DATES OF MAJOR ASSIGNMENTS

Dates for the various major assignments are provided below in brackets [] and also in the Course Schedule section. Final course grades will be calculated according to the following rubric:

PAPER #1 (500-600 words):	10%	[due Friday 3/25]
PAPER #2 (group paper):	15%	[due Sunday 5/1]
Participation/Group Work:	15%	
Homework/Worksheets:	10%	
Quizzes (Syllabus, Maps, "pop"):	15%	[syllabus: 1/21; map: 1/28 & 2/4]
MIDTERM EXAM:	15%	[on Thursday 3/3]
FINAL EXAM:	20%	[Final Exam week, TBD]

To do well in this course you must come to class, read weekly, take part in discussions and group work, & work hard on your assignments.

OTHER IMPORTANT DATES

Last Day to Add	Tuesday 1/26
Last Day to Drop	Friday 2/19
Selective Withdrawal Period	Monday 2/22 – Friday 3/25

COURSE SCHEDULE

The schedule indicates themes, lecture topics, readings, and deadlines. Abbreviations used for the optional textbook readings are simply described by "TEXTBOOK." You will also find several articles that are accessible through the Blackboard (abbreviated as "Bb" below) page for this class.

Week 1: Introduction to Class and to the 13th Century World System

Tuesday 1/19 (Recitation): Intro to Class; mini-lecture on the 13th Century World

In-Class Activity: VERY Short Review of the Syllabus for the class

In-Class Activity: Short introduction to the World circa 1200 and the concept of "World History"

Thursday 1/21 (Lecture): Expansion then Collapse of the 13th Century World System

HW: WATCH CRASH COURSE VIDEO(S): see Bb for web link(s) and worksheet(s)

SYLLABUS QUIZ due BEFORE class (on Bb)

Week 2: Collapse and Recovery of the Afro-Eurasian World, 1300-1550

Tuesday 1/26 (Recitation): Discussion of Life, Death, and Blame during the Black Death

HW: READ DOCUMENTS (on Bb): 1) *Excerpts about the Black Death and the Jews, 1348-1349 CE*; 2) *Excerpts on Children during the Black Death*

Thursday 1/28 (Lecture): Recovery and Expansion in Eurasia, 1350-1550

HW: WATCH CRASH COURSE VIDEO(S): see Bb for web link(s) and worksheet(s)

READ TEXTBOOK, Chapter 19, p. 350-366 (optional)

MAP QUIZ #1 due BEFORE class (on Bb)

Week 3: Recovery and Expansion in Eurasia and the Americas, 1350-1550

Tuesday 2/2 (Recitation): Discussion of the Rise of the Ottoman Empire

HW: READ DOCUMENTS (on Bb): 1) *Letter from Ogier Ghiselin de Busbecq*; 2) *Visit to wife of Suleiman the Magnificent*; 3) *Lady Montagu, smallpox vaccination in Turkey*; 4) *Venetian Observations on the Ottoman Empire*

Thursday 2/4 (Lecture): The Americas before and after 1492

HW: WATCH CRASH COURSE VIDEO(S): see Bb for web link(s) and worksheet(s)
READ TEXTBOOK, Part IV introduction, p. 273-277 (optional)
TEXTBOOK, Chapter 16, p. 278-284 and p. 291-299 (optional)
MAP QUIZ #2 due BEFORE class (on Bb)

Week 4: An Atlantic World Emerges, 1500-1750**Tuesday 2/9 (Recitation): Group Activity on European Expansionism and the Columbian Exchange**

HW: READ TEXTBOOK, Chapter 17, p. 307-316 (optional)
READ DOCUMENTS (on Bb): 1) *Excerpt from the Broken Spears, an Aztec account of the Conquest of Mexico*; 2) *Excerpt from Hernan Cortes's 2nd Letter to Charles V*; 3) *Excerpt from Bernal Diaz's The True History of the Conquest of New Spain*; 4) *Excerpt from In Defense of the Indians from Bartolome de las Casas*

Thursday 2/11 (Lecture): Sugar Plantations, Forced Labor, and the Emergence of the Atlantic World

HW: WATCH CRASH COURSE VIDEO(S): see Bb for web link(s) and worksheet(s)
READ TEXTBOOK, Chapter 16, p. 284-291 and p. 299-304 (optional)

Week 5: Revolution, Enlightenment and Their Limits, 1700-1820**Tuesday 2/16 (Recitation): Group Activity on Slavery, the European Enlightenment and Its Limits**

HW: READ TEXTBOOK, Chapter 17, p. 316-331 (optional)
READ DOCUMENTS (on Bb): 1) *Excerpt from Adam Smith's Wealth of Nations*; 2) *Excerpt from Jean Jacques Rousseau's The Social Contract*; 3) *Excerpt from The Interesting Narrative of the Life of Olaudah Equiano*; 4) *Voltaire on the Relation of Church and State*

Thursday 2/18 (Lecture): Age of Consolidations and Revolutions in Eurasia and the Atlantic World

HW: WATCH CRASH COURSE VIDEO(S): see Bb for web link(s) and worksheet(s)
READ TEXTBOOK, Chapter 18, p. 333-347 (optional)
TEXTBOOK, Chapter 20, p. 369-382 (optional)

Week 6: Revolutions and the Emergence of a Modern, Global World, 1750-1850**Tuesday 2/23 (Recitation): Group Activity on the Atlantic Revolutions**

HW: READ DOCUMENTS (on Bb): 1) *Declaration of the Rights of Man and the Citizen [French]*; 2) *Declaration of Independence [U.S.]*; 3) *Toussaint L'Ouverture addresses the French Directory [Haiti]*; 4) *Jose Morelos, Sentiments of the Nation [Mexico]*; 5) *Simon de Bolivar, Message to the Congress of Angostura [Venezuela]*

Thursday 2/25 (Lecture): The Industrial Revolution and Emergence of a Modern, Global World

HW: WATCH CRASH COURSE VIDEO(S): see Bb for web link(s) and worksheet(s)
READ TEXTBOOK, Chapter 21, p. 391-416 (optional)

Week 7: An Economic and Political Reordering of the World, 1750-1900

Tuesday 3/1 (Recitation): Group Activity on the Economic and Political Reordering of the World

HW: READ TEXTBOOK, Chapter 26, p. 485-494 (optional)

READ DOCUMENTS (on Bb): 1) *Andrew Ure, The Philosophy of Manufactures*; 2) *Friederich Engels, Industrial Manchester*; 3) *Karl Marx and Friederich Engels, The Communist Manifesto (excerpt)*; 4) *Parliamentary Report on English Female Miners***Thursday 3/3 (Lecture): In-Class Open-Note MIDTERM EXAM****SPRING BREAK – NO CLASS (week of 3/7-11) but READ *Abina*!****Week 8: (New) Western Imperialism, 1850-1900****Tuesday 3/15 (Recitation): A New Wave of Western Imperialism**

HW: WATCH BBC British Empire VIDEO(S): see Bb for web link(s) and worksheet(s)

READ DOCUMENTS (on Bb): 1) *Letter to Queen Victoria by Lin Zexu*; 2) *Xu Naiji and Yuan Yulin, Memorials on the Legalization and Elimination of Opium*; 3) *Fukuzawa Yukichi, Goodbye Asia***Thursday 3/17 (Lecture): Western Imperialism in Africa and the Middle East**

HW: WATCH CRASH COURSE VIDEO(S): see Bb for web link(s) and worksheet(s)

READ *Abina and the Important Men* (the background section)

READ TEXTBOOK, Chapter 22, p. 430-436 (optional)

TEXTBOOK, Chapter 25, p. 470-476 (optional)

Week 9: New Imperialism Throughout the World and Reactions, 1850-1900**Tuesday 3/22 (Recitation): Discussion of Western Imperialism in Africa**HW: READ *Abina and the Important Men* (the graphic novel section)READ DOCUMENTS (on Bb): 1) *David Livingstone, Cambridge Speech of December 1857*; 2) *Josiah Gumede, African National Congress Against Imperialism*; 3) *Karl Pearson, Social Darwinism and Imperialism***Thursday 3/24 (Lecture): Euro-American Imperialism in East and South Asia and the Pacific**

HW: WATCH CRASH COURSE VIDEO(S): see Bb for web link(s) and worksheet(s)

READ TEXTBOOK, Chapter 23, p. 439-446 (optional)

****PAPER #1 due Friday, March 25 @ 11:59 p.m. on Blackboard (checked with Safe Assign)******Week 10: New Imperialism and the Beginning of the War of the World, 1850-1940****Tuesday 3/29 (Recitation): British, American, and Japanese Imperialism**HW: READ DOCUMENTS (on Bb): 1) *Queen Liliuokalani, Hawaii's Story*; 2) *Excerpt from Senator Beveridge speaking on the Philippine Question*; 3) *Edwin Wildman, A Visit to Aguinaldo, Leader of the Philippine Rebels*; 4) *Josiah Strong on Anglo-Saxon Predominance (1891)***Thursday 3/31 (Lecture): Economic Depressions and the 100 Year War of the World Begins**

HW: WATCH CRASH COURSE and/or War of the World VIDEO(S): see Bb for web link(s) and worksheet(s)

READ TEXTBOOK, Part VI intro, p. 507-515 (optional)

TEXTBOOK, Chapter 27, p. 516-523 (optional)

TEXTBOOK, Chapter 29, p. 565-570 (optional)

Week 11: The War of the World Continues, 1920-1950s

Tuesday 4/5 (Recitation): Group Activity on the Beginning of the 100 Year War of the World & Paper #2HW: READ DOCUMENTS (on Bb): *John Maynard Keynes, The Economic Consequences of the Peace*

WATCH excerpts of "War of the World" video: see Bb for web link and worksheet

Thursday 4/7 (Lecture): World War II, The Cold War and the Rise of the Soviet Union, 1945-1950s

HW: WATCH CRASH COURSE and/or War of the World VIDEO(S): see Bb for web link(s) and worksheet(s)

READ TEXTBOOK, Chapter 27, p. 523-539 (optional)

TEXTBOOK, Chapter 28, p. 545-556 (optional)

Week 12: The (Not Very) Cold War**Tuesday 4/12 (Recitation): Group Activity on the Continuing War of the World & Paper #2**HW: READ DOCUMENTS (on Bb): 1) *Excerpt from Winston Churchill Iron Curtain's speech*; 2) *Nikita Khrushchev, Speech to the Twenty-Second Congress of the Communist Party*; 3) *Jawaharlal Nehru, Marxism, Capitalism and Non-Alignment*

WATCH excerpts of "War of the World" video: see Bb for web link and worksheet

Thursday 4/14 (Lecture): The (Not Very) Cold War in Asia and Latin America, 1950s-1970s

HW: WATCH CRASH COURSE and/or Fog of War VIDEO(S): see Bb for web link(s) and worksheet(s)

READ TEXTBOOK, Chapter 29, p. 570-580 (optional)

TEXTBOOK, Chapter 30, p. 587-605 (optional)

TEXTBOOK, Chapter 32, p. 632-650 (optional)

Week 13: Decolonization and the Cold War**Tuesday 4/19 (Recitation): Group Activity on the Continuing War of the World & Paper #2**

HW: WATCH excerpts of "War of the World" and/or "Fog of War" videos: see Bb for web link(s) and worksheet(s)

Thursday 4/21 (Lecture): Decolonization and the Cold War in the Middle East and Africa

HW: WATCH CRASH COURSE VIDEO(S): see Bb for web link(s) and worksheet(s)

READ TEXTBOOK, Chapter 33, p. 652-672 (optional)

TEXTBOOK, Chapter 31, p. 608-629 (optional)

Week 14: The End of the Cold War and Globalization**Tuesday 4/26 (Recitation): Group Activity on the Modern Middle East & Paper #2**

HW: READ TEXTBOOK, Chapter 28, p. 556-562 (optional)

TEXTBOOK, Chapter 29, p. 580-585 (optional)

Thursday 4/28 (Lecture): End of the Cold War and Globalization; Final Exam prep

HW: WATCH CRASH COURSE VIDEO(S): see Bb for web link(s) and worksheet(s)

READ TEXTBOOK, Chapter 34, p. 674-697 (optional)

****(Group) PAPER #2 due Sunday, May 1 @ 11:59pm on Blackboard******Week 15: Final Exam****TBA: In-Class Open-Note FINAL EXAM**

COURSE POLICIES

Class absences: Students are expected to attend all meetings of the course, both lectures and recitations. In the event that you must miss class, you are responsible for the contents of the lecture or recitation activity. On the first day of recitation, you should exchange email information with the people sitting next to and/or behind/in front of you so that you have someone to ask about class content when you have to miss a class period. Absences will be considered unexcused unless you communicate with me, preferably BEFORE your absence (if possible) whether it's planned or not.

Email: I am happy to respond to any concerns or questions you have via email, although detailed explanations are best had face-to-face in office hours. I may, occasionally, send emails to the class. For this purpose, I will be using your GMU email account ONLY. Mason uses only Mason e-mail accounts to communicate with enrolled students. Students must activate their Mason e-mail account, use it to communicate with their department and other administrative units, and check it regularly for important university information including messages related to this class.

I respond to emails most quickly Mondays through Fridays, between the hours of 9-5. If you email me within those hours I will often respond within 1 working day (meaning that an email received Wednesday afternoon will usually be returned by Thursday afternoon). If you email me outside of those hours, however, I will respond within 2 working days (meaning that an email received over the weekend will be returned by no later than Tuesday or an email received late Wednesday night may not be returned until Friday). It would thus behoove you to email during the week and during "normal business hours" whenever possible.

Academic Honesty and Plagiarism: This class and all of your work as an undergraduate are governed by GMU's Honor Code: "Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work." Plagiarism means using the exact words, opinions, factual information, or ideas from another source without giving that source credit. Writers give credit through the use of accepted documentation styles, such as parenthetical citation, footnotes, or endnotes; a simple listing of books, articles, and websites is not sufficient. We will discuss these formatting issues before the 1st Paper is due. Plagiarism cannot be tolerated in an academic setting.

Student writers are often confused as to what should be cited. Some think that only direct quotations need to be credited; this is incorrect. While direct quotations do need citations, so do paraphrases and summaries of opinions or factual information formerly unknown to the writers or which the writers did not discover themselves. Exceptions to this rule include factual information which can be obtained from a variety of sources—what has been called "common knowledge"—or the writers' own insights or findings from their own field research. What constitutes common knowledge can sometimes be precarious; what is common knowledge for one audience may be so for another. In such situations, it is helpful to keep the reader in mind and to think of citations as being "reader friendly." In other words, writers provide a citation for any piece of information that they think their readers might be unfamiliar with and want to investigate or debate further. Not only is this attitude considerate of readers, it will almost certainly ensure that writers will not be guilty of plagiarism.

Cheating means to get help on an assignment without permission. This includes asking another classmate to "see" their paper before writing your own paper OR hiring someone to "edit" your paper. Allowing another student to see your work without permission from the instructor is also considered cheating. You must get permission from your instructor before asking anyone outside of your professor or writing center tutors for help on assignments. If you don't understand an assignment, you need to ask the professor for clarification rather than your classmates.

Students are expected to follow the GMU Honor Code. Cheating and plagiarism will be dealt with according to GMU guidelines. All work must reflect your own honest academic efforts. Borrowed work must be carefully cited so that it is completely transparent from where each idea in your paper is drawn (e.g. from a particular page of a book or article or from your own investigations or opinions). Quotations must be clearly marked and cited. If there is any confusion on a point of academic integrity, please contact me and ask. Respect for the intellectual property and the need to uphold academic honesty should be of great concern to all of us and I take this responsibility very seriously.

Consult the George Mason Honor Code for more information. <http://oai.gmu.edu/understanding-the-honor-code/>

Submission of Work: All written assignments should be typed, double-spaced, with 1-inch margins and in a 12-point font. Your name should be on the paper, and all pages should be numbered, even though you will be turning in all papers electronically. Group Work will be turned in during/at the end of class and should include ALL group members' names on it. Worksheets and online quizzes will be available on Blackboard.

Late Work: All students are responsible for knowing and adhering to the deadlines for course assignments. Late work will be penalized five points per day. For papers, this penalty will continue for 20 days until there are no points left to be earned. For homework assignments like video worksheets, this penalty will continue for 10 days until there are 50 points left to be earned. Then, those homework assignments can be turned in at any point until the day of the final exam for up to half-credit.

The only exceptions to these policies will be when you have explicit, advance permission from your instructor. If you anticipate a problem in completing or submitting your work on time, you must contact the instructor in a timely manner (i.e. WELL BEFORE the assignment is due) and you may very well be granted an extension.

Disabilities and Academic Accommodations: If you are a student with a disability and need academic accommodations, please see me and contact the Office of Disability Services (ODS) at <http://ods.gmu.edu/> or 703-993-2474. All accommodations must be arranged through that office. Please give me any ODS forms as soon as you can so we can make the proper arrangements.

Cellphones: During class all cellphones must be switched completely off or set to silent mode. Neither students nor instructors should compose, read, or respond to text messages or emails during class. If you are an emergency responder (such as an EMT) and must receive calls, texts, or pages, please notify the instructor within the first week of the course.

Laptop Computers and Tablets: Students who wish to use a laptop or tablet for note-taking are welcome to do so. However, *the use of laptops for purposes other than taking notes (i.e., email, instant messaging, internet browsing unrelated to the course) is not acceptable.* I encourage you to bring laptops or tablets to recitations as many class and group activities will require research and Blackboard access.

Late Adds: If you add the class late, you must meet with the instructor as soon as possible. You will not be permitted to submit assignments that you have missed without special arrangements.