

HIST 100: Western Civilization

Professor: Susan Schulze, Ph.D. ssschulze@gmu.edu

My TAs (Courtney and Katelyn) are Cc'd on all group emails

OFFICE Hours: Tuesdays 10.30-11.30am & 4.30-6.30pm

My "office" is the space outside the Starbucks in the basement of the JC

The Honor Code at George Mason University: *To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the University Community have set forth this:* Student members of the George Mason University community pledge not to cheat, plagiarize, steal, and/or lie in matters related to academic work.

OBJECTIVES

- demonstrate the use of History as a tool to understand the present, also called historical perspective.
- explain how change occurred (and is occurring) in the evolution of western civilization.
- equip the student with tools necessary to read critically and to recognize valid analysis.
- develop skills to competently access and assess sources of information.

Attention: Students with a diagnosed learning pattern contact the Office of Disability Resources at 703.993.2474. Accommodations must be arranged through that office.

MATERIALS

Lecture The information in lecture presents the content of the standard historical narrative. This historical narrative can be found in ANY Western Civilization textbook and reputable online encyclopedias (e.g. Britannica, Columbia, Wikipedia [sometimes...]).

Readings and Viewing Lectures are supplemented with articles and online documentaries. These are assigned in weekly Take Home Exercises (THX). The articles are sourced from JSTOR. The documentaries are sourced through Fenwick Library (matched when I can in Youtube). Our work with the articles targets the development of your critical reading skills and your capacity to handle advanced scholarship. In light of these goals, the articles function as examples of each of the analytical forms. Our work with the documentaries is to develop skills to competently assess sources of information. The documentaries link to lecture in that when you view the documentaries you are looking to recognize patterns of cause and effect in larger processes of change.

COURSEWORK

QUIZZES *There will be 6 quizzes at 15 points each (points possible = 90).*

Tuesday classes will begin (15 minutes) with a quiz. If you miss the beginning of class then you forfeit the opportunity to try for the points attached to the quiz. In other words, **no "make-up"** will be provided.

TAKE-HOME EXERCISES (THX) *There will be at least 10 at 24+ points each (available points = 240+).*

A cluster of articles set with tasks will be made available on Fridays through email and/or Blackboard.

Completed work is due the following Tuesday. Hand in your completed THX when you turn in your quiz.

****WARNING** Work is not accepted after Tuesday.**

A means to correct for the forfeit of a THX or a missed quiz has been accommodated in the volume of points available each week. If you miss turning in a THX or taking a quiz, you make up the points by doing a better job on the next THX and quiz.

PARAGRAPH PAGES *There will be at least 6 paragraph exercises at 10+ points each (available points = 60+).*

RULES FOR SUBMISSION OF THX and the Paragraph pages

A hardcopy of your THX and Paragraph Page must be submitted by you (**or by a friend or a family member** who is nice enough to turn it in for you). **I do not accept work placed in my department box or sent by email.**

After you complete the quiz scheduled for each Tuesday turn in your THX with your quiz.

****WARNING** Work submitted after class or during office hours results in a 5 point deduction.**

TESTS *There will be 3 tests at 50 points each. (possible points 100+)*

Tests focus upon lecture material. The inclusion of article content is optional but it is the only way to break the 50 point cap on each test. The tests are cumulative, closed note, and copies of the articles are not allowed during testing.

All answers must be written in complete sentences.

TESTING SCHEDULE: Test 1 5 March

Test 2 11 April

Test 3 is an opportunity to replace your lower test score.

Additional opportunities for points will arise during the semester. So an approximate total of 500+ points will be made available at an average flow rate of about 30-40 points each week.

THE GRADE

The bar is set at 320 points. Your final grade is calculated by dividing the points you earn by 320.

So, if you earn 240 points by the end of the semester [$240 / 320 = 75$] you will have a final grade of 75, a **C**.

If you want a **C** by the end of the semester that means you need to earn at least 16 points out of each weekly THX and quiz.

At the end of the semester whatever graded work I am holding after my last scheduled exam will be added up and subtracted from your final grade.

Each student is responsible for keeping track of his/her own points and totals. I strongly encourage students to collect and save all of their work. I provide a list of your recorded scores at midterm. Other than that list, I do not provide points upon request.

Grading Rubric

- **All answers must be written in sentence form.** Incomplete sentences, bullet-point and/or slashed constructions = 0.
- Fallacies: e.g. hypothetical constructs, contradiction, and hyperbolic assertions = 0
- Citation is required when using ideas or phrasing from the work of others. No recognition = 0

ABSENCES

The student is responsible for acquiring missed notes from a class-mate. I do not provide lecture notes or copies of the slides. (Students are welcome to photograph the slides, but do not think this will be sufficient to score well on the tests.)

Only absences on scheduled Test days present an opportunity for a make-up.

To schedule a "make-up" test some form of official documentation must be submitted to confirm the validity of the absence.

The documentation reestablishes your option on the test.

An email announcing an absence does not qualify as valid documentation nor does a note from a parent.

The student is responsible for initiating the discussion with the instructor to arrange for a make-up session.

RULES FOR COMPOSITION

SOURCES: On-line or hardcopy reference materials (such as encyclopedias, biographical dictionaries, web-site quick references, textbooks, enthusiast sites, course materials from other universities, exam-prep summaries, etc.) are **not** acceptable as sources for research compositions. The use of valid sources and the proper citation of those sources is required. Peer reviewed research is the convention. Direct **quotation** is a verbatim transcription (a word for word copy) of one or more words. A quote **always** requires quotation marks and citation. To alter one word of a quote transforms the quotation into a paraphrase. To **paraphrase** something is to restate the ideas expressed by the author of a source. In other words, to paraphrase is to quote indirectly. Therefore paraphrased material always requires citation, however does not always require quotation marks.

PLAGIARISM: To plagiarize is to copy and attempt to present as one's own the ideas, phrasing, and/or order of the work of someone other than one's self. It is in the act of not presenting citation that you make the "attempt to present" the words as yours.

FALSE CITATION is to present a citation to a source that is in fact not the actual source of the content in the essay. False citation is a particularly egregious form of plagiarism.

The instructor reserves the right to exercise her professional judgment to change any and all terms defined herein.