

**HISTORY 125-002/P01**  
**INTRODUCTION TO WORLD HISTORY, FROM 1200 TO THE PRESENT**  
Spring 2019

**Professor: Dr. Steven Harris-Scott**

Email: [sscott4@gmu.edu](mailto:sscott4@gmu.edu)

Office hours: Tuesdays and Thursdays, 2:00 – 3:00 p.m.

Office location: Mason Global Center, room 1104

**Teaching Assistant: Kelley Fincher**

Email: [kfincher@masonlive.gmu.edu](mailto:kfincher@masonlive.gmu.edu)

Office hours: TBD

Location: TBA

**Lecture Class Location:** Exploration Hall, room L004

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

**Teaching Assistant: Kris Stinson**

Email: [kstinso@masonlive.gmu.edu](mailto:kstinso@masonlive.gmu.edu)

Office hours: TBD

Location: TBA

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**Recitations:** 125-3P1: Thursdays, 12:00 – 1:15 p.m.

Location: Robinson B, room 205

Instructor: **Steven Harris-Scott**

125-307: Thursdays, 1:30 – 2:45 p.m.

Location: Engineering Building, room 1110

Instructor: **Kelley Fincher**

125-311: Thursdays, 12:00 – 1:15 p.m.

Location: Research Hall, room 202

Instructor: **Kris Stinson**

125-308: Thursdays, 10:30 – 11:45 a.m.

Location: Research Hall, room 201

Instructor: **Kris Stinson**

125-312: Thursdays, 1:30 – 2:45 p.m.

Location: Research Hall, room 201

Instructor: **Kris Stinson**

125-309: Thursdays, 12:00 – 1:15 p.m.

Location: Innovation Hall, room 328

Instructor: **Kelley Fincher**

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## **COURSE DESCRIPTION AND OBJECTIVES**

In this course, we will explore the sweeping historical changes that created today's world, ending with the 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 over the last eight centuries or so, both as many 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; comparing different societies, highlighting both similarities and differences; and the understanding of the emergence and impact of global processes throughout the past three-quarters of a millennium.

ALL parts of the world will be discussed in this course. Each geographic region became enmeshed in a global system affected by far-reaching religious transformations, mercantile activity, industrial growth and imperialism/colonialism. We will study that process along with the influences of modern nationalism, Cold War dynamics, and anti-colonial movements. By the end of the semester, students should have a grasp of the major trends underlying the most recent millennium 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 a textbook tailored specifically for this course, and informative (and amusing) videos. This class will be organized as BOTH lecture classes and interactive activities during recitations such as group work and discussion.

**REQUIRED TEXTS/MATERIALS**

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The following required textbook for this course, which has been put together by your instructor specifically for this course, is available at the GMU Bookstore in the Johnson Center:

**Harris-Scott, ed., *The Slow Rise to a Global World* (First Edition: Cognella, 2019)**

This class will 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 have not checked yet, you can access Blackboard through your myMason portal at <https://mymasonportal.gmu.edu>.

This class will also use the TOP HAT classroom response survey during lecture periods on Tuesdays. You will be able to submit answers to in-class questions using Apple or Android smartphones and tablets, laptops, or through text message. You can visit the Top Hat Overview (<https://success.tophat.com/s/article/Student-Top-Hat-Overview-and-Getting-Started-Guide>) within the Top Hat Success Center which outlines how you will register for a Top Hat account, as well as providing a brief overview to get you up and running on the system. An email invitation will be sent to you by email, but if don't receive this email, you can register by simply visiting our course website: <https://app.tophat.com>. Note: our **Course Join Code is 875154**.

Top Hat will require a paid subscription, and a full breakdown of all subscription options available can be found here: [www.tophat.com/pricing](http://www.tophat.com/pricing). Should you require assistance with Top Hat at any time, due to the fact that they require specific user information to troubleshoot these issues, please contact their Support Team directly by way of email ([support@tophat.com](mailto:support@tophat.com)), the in app support button, or by calling 1-888-663-5491. This app will help immensely with your engagement during our big lecture periods.

**INTENDED LEARNING OUTCOMES FOR THIS MASON CORE COURSE**

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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**

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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**

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**Attendance and Participation:** *Students are expected to attend all meetings of the course.* The 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. To participate effectively you must read everything 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 will be interactive, which can only occur when both you and the instructors are fully engaged in both recitations and lectures so let's do everything possible to make that happen.

**Recitation Participation:** Many recitations will be structured with mini-lectures or partial-reviews and then mostly group work or discussions based on the textbook readings and primary documents for the week. Group work and discussions require students to be prepared for class and to participate actively. There will usually be some sort of short assignment to complete as part of recitations.

**Reading:** The readings for this class include a textbook, primary source readings available online (most on Blackboard, some in the textbook), and a few other outside articles indicated as such below.

**Short Papers:** Students will write TWO (2) papers: Paper #1 will be short, slightly over one page in length; Paper #2 will be slightly longer, around two pages in length. 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.

**Quizzes:** To ensure that students are attentive to the details of the course, there will likely be some “pop” 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. 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.

**Examination:** The course will have a midterm and a final examination, which will consist largely of super-sized True/False questions, identification groupings, true/false questions, and short essay questions. It will cover material from videos shown in class and assigned, lecture notes, textbook readings, and primary source readings. Exams will be “open-note” – but with the restriction of putting all notes onto one 8.5” x 11” sheet of paper, front and back – to ensure you are taking good notes from the lectures and from the various homework assignments.

## GRADING AND DATES OF MAJOR ASSIGNMENTS

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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 (400-500 words):	10%	[due Feb. 16, 23; March 2]
PAPER #2 (500-600 words):	20%	[due April 7]
Top Hat Participation/Homework:	10%	
Recitation Participation:	10%	
Quizzes (Syllabus, Maps, “pop”):	10%	[syllabus: Jan. 26; map: Feb. 2, 8]
MIDTERM EXAM:	15%	[on March 7]
FINAL EXAM:	25%	[on May 9]

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

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Last Day to Add:	January 29
Last Day to Drop (with 100% tuition refund):	February 5
Last Day to Drop (with no tuition refund):	February 12
Student Self-Withdrawal:	February 13-25
Selective Withdrawal Period:	February 26 – March 25

## COURSE SCHEDULE

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The schedule indicates themes, lecture topics, readings, and deadlines. Abbreviations used for the 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 the 13th Century World System**

**Tuesday 1/22 (Lecture): Intro to Class; the world circa 1200 and the rise of the Mongols**

**Thursday 1/24 (Recitation): Intro to Recitations; discussion of the Mongols**

- DOCUMENT (on Bb): Timothy May, “Mongol Empire in World History”
- WATCH CRASH COURSE VIDEO(S): see Bb for web link(s) and worksheet(s)
- *SYLLABUS QUIZ due Saturday 1/26 (on Bb)*

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

**Tuesday 1/29 (Lecture): Collapse of the 13th Century World System**

- READ TEXTBOOK: Introduction, pp. VII-VIII
- WATCH CRASH COURSE VIDEO(S): see Bb for web link(s) and worksheet(s)

**Thursday 1/31 (Recitation): Life, Death, and Blame during the Black Death**

- READ DOCUMENTS (on Bb): *Primary Readings about the Black Death*
- *MAP QUIZ #1 due by Saturday 2/2 (on Bb)*

**Week 3: Recovery and Expansion in Eurasia and the Americas, 1350-1550****Tuesday 2/5 (Lecture): Recovery and Expansion in Eurasia, 1350-1550**

- READ TEXTBOOK: Unit I introduction, pp. 1-2
- READ TEXTBOOK: Reading #1, "The Mediterranean Basing Competition and Galley Warfare: Venice, Genoa, Ottoman Empire, Spain, c. 1200-1600," pp. 3-15 w/questions on p. 63
- WATCH CRASH COURSE VIDEO(S): see Bb for web link(s) and worksheet(s)

**Thursday 2/7 (Recitation): Rise of the Ottoman Empire**

- READ TEXTBOOK: Reading #2, "The Ottoman Empire," pp. 16-32 w/questions on pp. 63-64
- READ DOCUMENTS (on Bb): 1) *Letter from Ogier Ghiselin de Busbecq*; 2) *Venetian Observations on the Ottoman Empire*, 3) *Lady Montagu, smallpox vaccination in Turkey*
- MAP QUIZ #2 due by Friday 2/8 (on Bb)

**Week 4: An Atlantic World Emerges, 1500-1750****Tuesday 2/12 (Lecture): The Americas before and after 1492**

- READ TEXTBOOK: Reading #3, "The Globalization of Disease after 1450," pp. 33-47 w/questions on p. 64
- WATCH CRASH COURSE VIDEO(S): see Bb for web link(s) and worksheet(s)

**Thursday 2/14 (Recitation): European Expansionism and the Columbian Exchange**

- READ DOCUMENTS (on Bb): 1) *The Broken Spears, an Aztec account of the Conquest of Mexico*; 2) *Hernan Cortes, 2nd Letter to Charles V*; 3) *Bernal Diaz, The True History of the Conquest of New Spain*; 4) *In Defense of the Indians from Bartolome de las Casas*

**\*\*PAPER #1a due Saturday, February 16 @ 11:59 p.m. on Blackboard (checked with Safe Assign)\*\***

**Week 5: Slavery, Servitude, and the Emergence of the Atlantic World, 1600-1800****Tuesday 2/19 (Lecture): Sugar Plantations, Unfree Labor, and the Atlantic World**

- READ TEXTBOOK: Reading #4, "African Traditional Religion, Nature, and Belief Systems," pp. 48-62 w/question on pp. 64-65
- WATCH CRASH COURSE VIDEO(S): see Bb for web link(s) and worksheet(s)

**Thursday 2/21 (Recitation): Slavery, Race, the Scientific Revolution, and the European Enlightenment**

- READ TEXTBOOK: Unit II introduction, pp. 67-69
- READ TEXTBOOK: Reading #5, "The Scientific Revolution," pp. 70-78 w/questions on p. 154
- READ DOCUMENTS (on Bb): 1) *The Interesting Narrative of the Life of Olaudah Equiano*; 2) *Willem Bosman Describes the Slave Trade in Guinea*; 3) *Alexander Falconbridge on the Atlantic Slave Trade*

**\*\*PAPER #1b due Saturday, February 23 @ 11:59 p.m. on Blackboard (checked with Safe Assign)\*\***

**Week 6: Revolutions and the European Enlightenment, 1700-1820****Tuesday 2/26 (Lecture): Age of Consolidations and Revolutions in Eurasia and the Atlantic World**

- READ TEXTBOOK: Reading #6, "From Pen to Print - A Revolution in Communications?," pp. 79-90 w/questions on p. 154
- READ TEXTBOOK: Reading #7, "Peter the Great and Westernization, 1689-1725," pp. 91-105 w/questions on pp. 154-155
- READ DOCUMENT (on Bb): *Voltaire on the Relation of Church and State*
- WATCH CRASH COURSE VIDEO(S): see Bb for web link(s) and worksheet(s)

**Thursday 2/28 (Recitation): The European Enlightenment and the Atlantic Revolutions**

- READ DOCUMENTS (on Bb): 1) *the American Declaration of Independence*; 2) *Toussaint L'Ouverture addresses the French Directory*; 4) *Jose Morelos, Sentiments of the Nation*; 5) *Simon de Bolivar, Message to the Congress of Angostura*; 6) *Declaration of the Rights of Man*; 7) *Maximillian Robespierre, Justification of the Use of Terror*

**\*\*PAPER #1c due Saturday, March 2 @ 11:59 p.m. on Blackboard (checked with Safe Assign)\*\***

**Week 7: An Economic and Political Reordering of the World, 1750-1900****Tuesday 3/5 (Lecture): The Industrial Revolution and Emergence of a Modern, Global World**

- READ TEXTBOOK: Reading #8, "New Causes: Why Did the Industrial Revolution Happen, and Why Did It Happen in Eighteenth-Century Britain?," pp. 106-115 w/questions on p. 155
- WATCH CRASH COURSE VIDEO(S): see Bb for web link(s) and worksheet(s)

**Thursday 3/7 (Recitation): MIDTERM EXAM**

- 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*; 4) *Parliamentary Report on English Female Miners*

**Week 8: SPRING BREAK – NO CLASS on 3/12 or 3/14****Week 9: (New) Western Imperialism, 1800-1900****Tuesday 3/19 (Lecture): A New Wave of Western Imperialism in South and East Asia**

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

**Thursday 3/21 (Recitation): Western Imperialism in East Asia**

- WATCH CRASH COURSE 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*

**Week 10: New Imperialism in Africa and the Middle East, 1850-1900****Tuesday 3/26 (Lecture): Western Imperialism in Africa and the Middle East**

- READ TEXTBOOK: Reading #9, "European Interests and Imperialism in A Concise History of the Middle East," pp. 116-125 w/questions on pp. 155-156
- WATCH CRASH COURSE VIDEO(S): see Bb for web link(s) and worksheet(s)

**Thursday 3/28 (Recitation): Western Imperialism in Africa and the Middle East**

- READ TEXTBOOK: Reading #10, "The Rise of Nationalism," pp. 126-140 w/questions on p. 156
- READ DOCUMENTS (on Bb): 1) *David Livingstone, Cambridge Speech of December 1857*; 2) *Josiah Gumedé, African National Congress Against Imperialism*; 3) *Karl Pearson, Social Darwinism and Imperialism*

**Week 11: American and Japanese Imperialism in East Asia and the Pacific, 1850-1900****Tuesday 4/2 (Lecture): American and Japanese Imperialism in East Asia and the Pacific**

- READ TEXTBOOK: Reading #11, "The Industrial Revolution Outside the West," pp. 141-153 w/questions on p. 157
- WATCH CRASH COURSE VIDEO(S): see Bb for web link(s) and worksheet(s)

**Thursday 4/4 (Recitation): Debates over American Imperialism**

- READ DOCUMENTS (on Bb): 1) *Queen Liliuokalani, Hawaii's Story*; 2) *Excerpt from Senator Beveridge speaking on the Philippine Question*; 3) *Josiah Strong on Anglo-Saxon Predominance*; 4) *Mark Twain on U.S. Imperialism*

**\*\*PAPER #2 due Sunday, April 7 @ 11:59 p.m. on Blackboard (checked with Safe Assign)\*\***

**Week 12: The War of the World Begins, 1900-1930s****Tuesday 4/9 (Lecture): Economic Depressions and the 100 Year War of the World Begins**

- READ TEXTBOOK: Unit III introduction, pp. 159-161
- READ TEXTBOOK: Reading #12, "Recovery through Nationalism: The 'Have-Nots,' 1933-1936," pp. 162-175 w/questions on p. 244
- WATCH CRASH COURSE VIDEO(S): see Bb for web link(s) and worksheet(s)

**Thursday 4/11 (Recitation): The War of the World**

- READ DOCUMENTS (on Bb): 1) *The Young Turks, Proclamation for the Ottoman Empire*; 2) *Woodrow Wilson, Speech on the Fourteen Points*
- WATCH CRASH COURSE VIDEO(S): see Bb for web link(s) and worksheet(s)

**Week 13: The Cold War Begins, 1940-1960****Tuesday 4/16 (Lecture): World War II Ends, The Cold War Begins, and the Rise of the Soviet Union**

- READ TEXTBOOK: Reading #14, "The Cold War and Nationalism," pp. 185-195 w/questions on p. 245
- WATCH CRASH COURSE and/or Fog of War VIDEO(S): see Bb for web link(s) and worksheet(s)

**Thursday 4/18 (Recitation): The War of the World Continues**

- 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*

**Week 14: Decolonization and the (Not Very) Cold War, 1950-1970s****Tuesday 4/23 (Lecture): The (Not Very) Cold War in Asia and Latin America**

- READ TEXTBOOK: Reading #13, "The Chinese Civil War and European Cold War, 1945-9," pp. 176-184 w/questions on pp. 244-245
- READ TEXTBOOK: Reading #15, "Africa, Europe, and Asia in the Making of the 20th-Century Caribbean," pp. 196-208 w/questions on pp. 245-246
- WATCH CRASH COURSE and/or "Fog of War" VIDEO(S): see Bb for web link(s) and worksheet(s)

**Thursday 4/25 (Recitation): The War of the World Continues via Decolonization**

- READ TEXTBOOK: Reading #16, "Africa: Decolonization and Independence, 1945-2007," pp. 209-233 w/questions on pp. 246-247

**Week 15: The End of the Cold War and Globalization, 1980s to present****Tuesday 4/30 (Lecture): Decolonization, the end of the Cold War and Globalization**

- READ TEXTBOOK: Reading #17, "Cold War and Globalization: Unintended Consequences," pp. 234-243 w/questions on p. 247
- READ TEXTBOOK: Conclusion, p. 249

**Thursday 5/2 (Recitation): End of the Cold War and Globalization; Final Exam Prep**

- WATCH CRASH COURSE VIDEO(S): see Bb for web link(s)

**Week 16: Final Exam****Thursday 5/9, 10:30 a.m. – 1:15 p.m.: In-Class Open-Note FINAL EXAM****COURSE POLICIES**

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**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 one of your instructors, preferably BEFORE your absence (if possible) whether it's planned or not.

**Email:** We are happy to respond to any concerns or questions you have via email, although detailed explanations are best had face-to-face in office hours. We may, occasionally, send emails to the class. For this purpose, we 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.

We respond to emails most quickly Mondays through Fridays, between the hours of 9-5. If you email us within those hours, we will often respond within 1 or 2 working days (meaning that an email received Wednesday afternoon will usually be returned by Friday afternoon at the latest). If you email us outside of those hours, however, we will likely respond within 2 or 3 working days (meaning that an email received over the weekend will be returned by Tuesday or an email received late Wednesday night may not be returned until Friday at the earliest). 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 professors or writing center tutors for help on assignments. If you don’t understand an assignment, you need to ask your instructors 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 us and ask. Respect for the intellectual property and the need to uphold academic honesty should be of great concern to all of us and we 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.

Exams and quizzes, meanwhile, can only be made up with explicit permission from your instructors. This is best done before the exam or quiz, but if it is due to illness, you must email your instructors as quickly as possible and also visit your instructors during office hours once you are better. You may be allowed to makeup the exam or quiz, but another solution may also be offered.

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 one of your instructors and make sure you’ve contacted 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 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 lectures to use Top Hat and also 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 your instructor as soon as possible. You will not be permitted to submit assignments that you have missed without special arrangements.