**World Civilizations I: The Beginnings of History to the Voyages of Exploration**

(3500 BCE to 1500 CE)

UGC 111

Spring 2018

L01, L02, L03

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# COURSE INFORMATION

## Meeting Times

UGC 111

Spring 2018

L01: Tuesday/Thursday 8:30-10:00 am

L02: Wednesday/Friday 12:00-1:30 pm

L03: Monday/Thursday 12:00-1:30 pm

## Class Website

helloworldciv.com

## Location

Consult Electronic Signboard Regularly for Locations

## Contact Info

Feel free to reach out to me via any of the following addresses:

Email: [hb24@buffalo.edu](mailto:hb24@buffalo.edu)

For Google Drive: [helloworldciv111@gmail.com](mailto:helloworldciv111@gmail.com)

Twitter: [@helloworldciv](https://twitter.com/helloworldciv)

## Consultation Hours

UB Offices, Block C, Level 8

L01: Tuesday/Thursday 10:00-11:30 am

L02: Wednesday/Friday 1:30-3:00 pm

L03: Monday/Thursday 1:30-3:00 pm

# COURSE MATERIALS

## Internet-Ready Device

We use loads of internet resources in this class - blogs, websites, maps, Google Docs… It is therefore required that you have access to a smartphone, tablet, or laptop for the course.

**Please Note:** Students who do not currently possess an internet-ready device do not need to purchase one. We will work out another accommodation, such as borrowing a spare device from student or professor for the class or only using Google Forms/device for group activities. **Please come see me or message me after the first class if this is the case for you.**

## Materials on the Web

All course materials will be distributed on the course website, helloworldciv.com. We’ll also be using Twitter in the course.

### Class Website

All course materials will be distributed on the course website, which can be found at the link <https://helloworldciv.com>.

During the first class, we’ll talk about how to use the website and where to locate key information.

Throughout the semester, please check the website often for:

* New announcements
* Updates about the course syllabus
* Updates to the course schedule

### Twitter

We'll be using Twitter for a number of activities this semester - for class prep, research, discussion, and writing practice.

To use Twitter you will need **a Twitter handle (a username)**. Your Twitter handle for this class should be used *only* for this course.

You may choose:

* To tweet publicly (everyone, everywhere can view)
* Or to protect your tweets (only people you let follow you can view what you write). Your grade won’t be impacted either way.
* There are pros and cons to each mode of tweeting, so do feel free to choose the option that is the best fit for you.

You should plan to sign up for your Twitter account and complete the Participation Plan Activity by the start of Class 3.

**PLEASE NOTE:** It is possible to opt out of using Twitter this semester and there are some good reasons to do so. If you think you need to opt out, come talk to me or email me about why. We'll figure things out from there.

## Things to Read or Watch Before Class

### Crash Course Videos

For each class you will be assigned a "[Crash Course: World History](https://www.youtube.com/playlist?list=PLBDA2E52FB1EF80C9)" video to watch and/or web articles to read.

* Each video is an introduction to the material relevant to the next day’s lecture and discussion.
* Links to the videos related to each class can be found in the “Before Class” section on the individual class pages on the class website, [helloworldciv.com](https://helloworldciv.com/).
* Please watch the Crash Course videos **before arriving in class** each day.
* Taking notes is highly encouraged and immensely helpful.

### Articles About Course Material

For some classes, there is no relevant Crash Course video. When that is the case, **please read the articles** listed in the “Before Class” section of the class page on the class website, [helloworldciv.com](https://helloworldciv.com/).

### Primary Source Readings

A **primary source** is a source written during the time period and in the place we are studying. Some examples of primary sources from World War II, for instance, could be newspaper articles, personal diaries, a collection of published poems, or a soldier’s uniform.

For each class, you will be asked to read one or two primary sources in addition to viewing the assigned videos for the day. These readings can all be found on the individual class pages on the class website, [helloworldciv.com](https://helloworldciv.com/).

Our discussions in each class depend on your familiarity with the primary sources, so do keep up with the reading. It's also helpful (to you, your peers, and your prof) to arrive in class with some notes or questions about the readings.

### **OPTIONAL**: Textbook

Based on feedback from previous students, I have also selected a textbook for the course.

* *The Earth and Its Peoples: A Global History Volume I : To 1550* by Richard W. Bulliet, Pamela Kyle Crossley, Daniel R. Headrick, Steven W. Hirsch, Lyman L. Johnson and David Northrup. 6th Edition. ISBN: 9781285445526
* Print or e-book are fine.
* You may also use an earlier edition, but you’ll need to figure out page numbers...

The textbook readings may be used to supplement or reinforce your knowledge of the course material, but **these are not required readings.**

Relevant page numbers/sections for the 6th edition are available on the individual class pages. **You are welcome to use an earlier edition,** but you will need to figure out page numbers for yourself.

# COURSE DESCRIPTION & OBJECTIVES

“World Civilizations 1: From the Beginning of History to the Voyages of Exploration” is a broad survey course in global history. The course explores the culture, politics, economics, technology, and philosophy of societies in Europe, Asia, Africa, and the Americas from these societies’ beginnings to the earliest Voyages of Exploration by European nations (c. 1490s).

The course’s has two objectives:

1. **To raise and grapple with diverse civilizations' answers to big questions about society, human nature, and ethics.**
   * We'll explore multiple answers to the questions, "Where do we come from?" and "How then shall we live?"
   * Students are encouraged to grow their understanding of the mindsets of the past peoples we'll study - and encouraged to query their own answers to questions of lasting relevance.
2. **To introduce students to the major concerns and processes of the discipline of history.** These include:
   * Concern for context
     + That is, the ideas and actions of people that contributed to the development of a theory, event, or artistic endeavor.
   * Ability to read and understand primary sources
   * Ability to consider the mindsets of past peoples
   * Ability to recognize both the similarities *and* differences between a specific group of people in the past and a specific group of people in the present.
   * Ability to construct a historical narrative that includes both secondary (present-day) materials and primary (made-in-the-past) materials

# STUDENT LEARNING OUTCOMES

## Historical Concepts

1. **History is an interpretive act based on careful consideration of evidence.**

People write history from a wide variety of perspectives. It is rare for there to be only one story about a particular event or person. For instance, there are histories of the Second World War that focus on the political history, intellectual history, environmental history, and gender history of that time period.

This doesn’t mean historians are just making things up though! People who write history carefully read the documents from a particular time period and base their conclusions on what they find.

1. **The past is both strange and unfamiliar AND it is relevant to our present lives.**

Some people in the past think, act, and believe very differently from some people today.

We must acknowledge those differences and attempt to understand people different from ourselves.

However, this does not mean that past peoples hold no meaning or insight for our own lives. Ideas, events, and lives from the past continue to resonate today.

1. **History is based on what we learn from primary and secondary sources.**

People who study history use the texts and artifacts created by people in the time period they want to study. These are primary sources.

Writers of history also use the work of scholars living in their time period. These are secondary sources. Each kind of source has different strengths and weaknesses.

1. **History is the study of significant things.**

Significance doesn’t mean the same thing to everyone who studies history, as we’ll explore in this course. Still, it’s always worth asking - What is worth remembering about the past? What is worth learning? What is worth teaching?

## Historical Skills

1. **Interpreting primary sources.**

By reading and participating in discussions during each class, students will gain experience in parsing the meaning, context, significance, and reliability of primary sources in a variety of genres.

1. **Evaluating the credibility of historical accounts**

Students will seek out and utilize secondary and primary sources for their blogging project. In doing so, they will be guided by credibility criteria provided by the instructor. This will provide them the opportunity to practice determining elements in texts that affect credibility, such as the author’s perspective, the evidence included in the source, the time and place in which the source was written, and the rhetoric used by the author.

1. **Constructing historical arguments based on secondary and/or primary sources.**

Students will complete two discussion responses and two exam essays this semester.

These assignments do not require research, but will give students an introduction to the basic elements of historical writing, including the construction of thesis statements, the ability to accurately describe an example, and awareness of their own perspectives/biases.

### 

# COURSE REQUIREMENTS

To pass this course, students are expected to complete all assessments and assignments listed below.

**Please Note:** Assessments may change over the course of the semester based on student feedback and/or professor evaluation of the usefulness and effectiveness of an assignment.

All changes to the assessments will be reflected on the course website, [helloworldciv.com](https://helloworldciv.com/), and announced in class or via email.

# ASSESSMENTS

Your final grade in the course will be based on the following assessments:

* Attendance
* Participation
* Primary Source Tweets
* Discussion Reflections
* The Blogging Project

See[Grading Details](#_47mvzk8a9j6q) for info regarding individual grade sheets, points per assignment, and letter and numeric grades.

## Attendance (25 points)

Attendance is taken each class via an attendance photo five minutes after the start of class. You are expected to attend every class.

### Missed Classes

However, I recognize that emergencies occur, your alarm may not go off, you may miss a bus, or you may need to dedicate time to your own physical, mental, or emotional well-being.

**You are therefore allowed to miss THREE regular classes without penalty and without a need for explanation.** No MCs or any other documentation are necessary and will not be accepted for additional excused absences.

If you miss more than three classes (even if you have an MC or another excuse), your attendance grade will be impacted which may in turn may affect your final grade.

If you think you will miss more than three classes (or you've already missed more than three), please do come chat with me so we can set up a plan to ensure your success in the course.

### Late Policy

Here's the deal: Class starts on time. That means we begin content at 8:30 or 12:00, depending on your class slot.

But I recognize that stuff happens, so you can still receive credit - even if you arrive late to class.

Late means arriving more than 5 minutes after the start of class. When this occurs, you'll see a credit of 0.75 in your gradebook (instead of the full 1 point for attendance.)

Please note that points may be deducted from your overall attendance and participation grades if you are consistently late.

## Participation (100 points)

### How to Gain Participation Points

**Gain 40 points by completing TWO of the following elements (worth 20 points each):**

1. Speaking in the large group in class once (for 20 points) or twice (for 40 points)
2. Chatting with me (your prof) when I sit in on small-group discussions (1 = 20 points; 2x = 40 points)
3. Meeting with me (your prof) one-on-one to discuss course content (not just assignments) (1 = 20 points; 2x = 40 points)

**Gain 60 points by including MOST of these elements:**

* Carefully listening to peers during small-group discussions (eye contact, note-taking, non-verbal cues)
* Clearly paying attention to the professor during lectures and explanations
* Voicing ideas, questions, and perspectives in small-group discussions with your peers
* Completing in-class writing prompts
* Submitting questions, comments, and useful links via Twitter
* Emailing or speaking with me (your prof) after class regarding class content, assignments, and other topics of interest.

### How to Lose Participation Points

The following activities will hinder you from gaining participation points:

1. Not showing up to class or showing up consistently late.
2. Consistent use of technology for non-class purposes
   * This includes using messaging apps, social media, videos, and music for purposes not related to the class
3. Disrespectful behavior toward peers or professor, online or in the classroom
4. Not joining in class activities

### Notes on Participation Points

1. If you complete one of the elements listed in the “40 points” section, please come see me at the end of class so I can record your name.
2. Please note that grades for Participation are always subjective. Your grade is based on what I observe in class. I do my best to be fair and reward both the obvious things (like speaking in class) and the subtle ones (like consistent note-taking).
   * If you’re concerned about your participation grade at any point, or just wondering how you’re doing, please don’t hesitate to come speak with me.

## 9 Primary Source Tweets (36 points)

### What Are They?

2 tweets about the primary source readings due for each class. One tweet must be an original tweet (your own words). One of the two tweets can be a reply to someone else’s tweet.

### What Should I Write In My Tweets?

Your tweets should include content that shows your engagement with the text(s). This could include:

* A question about the source
* A quote that you think is helpful for thinking about the source
* A resource (such as a video or article link) that helped you understand the text(s)

### How Long Should My Tweets Be?

Tweets can now be 280 characters long. Use as much of that space as you like. You do not need to use all 280 characters.

### When Are They Due?

Responses are due at the start of class - to the minute.

The reason for the strict deadline is due to the purpose of the assignment, which is to encourage students to prepare ahead to discuss the primary sources.

Late tweets receive zero credit. There are no make-up options.

### How Many Will I Complete?

Each student will submit 9 responses.

Each student will only submit one response per week, however. Students will be divided into a group "A" and group "B" for scheduling purposes only.

The deadlines for each group can be found on the Class Calendar.

**Please note:** Even though responses are only due once per week, all students are expected to complete all of the readings.

### How Will Tweets Be Graded?

#### Important Details

Tweets are graded for completion only. Each tweet is worth 2 points; the 2 required tweets together are worth 4 points.

#### Grades

Responses will be graded out of 4 points:

4 = Both tweets completed on time.

2 = One tweet completed on time.

0 = Nothing submitted on time.

These grades will be recorded in your individual grade books (see Grading Details). You will also receive comments on your blog from me for your first two responses.

### When Will PSTs Be Graded?

I typically grade on Saturdays, but may need to adjust that schedule as the semester picks up. Thanks in advance for your patience! 😊

### Can I See What Other Students Write?

If their tweets are public, yes. You can check out the class hashtag (#hwc111) or you can choose to follow some of your classmates.

## 2 Discussion Reflections (60 points)

### Basics

Choose 2 classes this semester to write about.

You **must write** at least one of the reflections about a discussion in class between class 4 and class 14.

You **may choose to write** both of the reflections about discussions between classes 4 and 14.

It is up to you to decide which two discussions you wish to reflect on.

### Content

For each Discussion Reflection, you should plan to answer the question: **“Why is this text worth studying?”**

Your answer to this question should include references to the primary source reading, including quotes and/or detailed descriptions of examples from the source.

You may also include personal reflections, comparisons to other sources, or historical analysis (e.g., How does the source connect to our lecture/Crash Course content?).

A bonus of 2 points will be added to a Discussion Reflection grade if you effectively include a specific reference to an idea or tweet contributed by a classmate during discussion.

### Details

Each discussion reflection is **worth 30 points**.

Each reflection should be **no more than 500 words**.

Revisions will be allowed for the first Discussion Reflection you submit. (I will send a grade and feedback and then you may choose to revise.)

The reflections should be submitted via Google Drive to [helloworldciv111@gmail.com](mailto:helloworldciv111@gmail.com).

No research required.

## Blogging Project (200 points)

### Group Elements

This semester you will write ONE blog post with a small group (4 people total) of your peers. For this blog post you will:

* Create a draft
* Post and receive comments
* Receive feedback from your prof
* Submit a revised final copy of the post.

**The Blog Post** may be text-based or you may choose to create a video to present your information.

**The draft** will be due mid-semester. Please plan to submit a draft of your text-based post OR a tentative script for your video. The draft will not be counted in the final grade.You will, however, receive a tentative grade from me with comments and feedback on how to improve the final version.

**The final publication** should be about 2000 words long (give or take 100 words). It will include a bibliography, citations, and creative elements to engage your audience. Rubric TBA later in the semester.

**The comments** will be posted on Hello World Civ. We’ll talk about good comment practices and expectations during Class 2 this semester.

### Individual Components

In addition to the group elements, each student will receive individual credit for two elements of this project:

#### Individual Feedback (5 pts each, 10 pts total):

After the draft and again after the final publication, you’ll fill out a short survey with comments on your individual contributions and how you perceived the dynamics of your group.

The purpose of this element is to give me a sense of how things are going - and if any issues need to be addressed.

The comments on the surveys may influence the Culture of Teamwork grades, but that grade is ultimately the result of my observations as your professor. In short, you are not grading one another.

#### Culture of Teamwork (40 points):

Each student will receive a grade for their ability to work with a team. This is to encourage equal contributions from all members - and to reward “star players” whole help the group work through challenges and difficulties.

Like participation, this is a subjective grade and will be based on my observations during the class workshops, group meetings with me, and the individual feedback.

There’s no rubric, but here’s what I’m looking for to award 40 points:

* Concern and care for group dynamics
* Willingness to work through challenges/difficult situations
* Taking initiative instead of waiting for group members to delegate
* Completing individual contributions in a timely manner
* Clear communication with group members
* Openness to peers’ ideas
* Showing up (to workshops and group meetings)

### Points Breakdown & Deadlines

|  | **Task** | **Points** | **Individual or Group Grade?** | **Due Date** |
| --- | --- | --- | --- | --- |
| Set-up for project | Group Assignments | No points | n/a | Friday, 9 Feb @ 8:00 pm |
| Topic Selection & Consultations | 20 | Group | Mon, 12 Feb to Wed, 14 Feb  Sign-up will be posted on Fri, 9 Feb |
| Post Draft | Submit Draft of Post or Script on HWC + Google Doc copy to Prof. Bennett | 0 pts (just tentative grade) | Group | Fri, 23 Mar @ 11:59 pm |
| Draft Individual Feedback | 5 pts | Individual | Completed in class 28/29 March |
| Comments | 3 Comments on HWC | 10 pts each/30 points | Individual | Mon, 2 Apr @ 11:59 pm |
| Final Publication | Post final copy of project to HWC | 100 pts | Group | Fri, 27 Apr @ 11:59 pm |
| Final Individual Feedback | 5 pts | Individual | Completed in class 25/26 Apr |
| Culture of Teamwork | Promoting a culture of teamwork | 40 pts | Individual | TBD  Assigned by Prof. Bennett at end of project. Based on Prof. Bennett's observations + group members' indiv feedback. |
|  |  |  |  |  |
|  | **Total Points:** | 200 pts | Group: 120  Indiv: 80 |  |

### Additional Resources

There is a full list of resources available under the Blogging Project Resources link on Hello World Civ - including how to create a blog post, how to pull flash images from a museum website, and how to create the yellow bubble footnotes.

# GRADING DETAILS

## Where To Find Your Grades

Grades are available via a web app linked on the course website. We’ll walk through how to access the gradebook and how to make sense of the numbers during an early class.

## Grade Scale

I know that A looks like a high bar to aim for! But please trust me. Students who keep up with the material have tended to score very well in this course…

| **Percentage** | **Letter Grade** | **Interpretation** |
| --- | --- | --- |
| 93.99% | A | Outstanding Engagement in the Course |
| 89.99% | A- | Outstanding Engagement in the Course |
| 86.99% | B+ | Excellent Engagement in the Course |
| 82.99% | B | Excellent Engagement in the Course |
| 78.99% | B- | Average Engagement in the Course |
| 75.99% | C+ | Average Engagement in the Course |
| 71.99% | C | Fair Engagement in the Course |
| 68.99% | C- | Fair Engagement in the Course |
| 65.99% | D+ | Some Difficulty Engaging in the Course |
| 59.99% | D | Some Difficulty Engaging in the Course |
| 0.00% | F | Insufficient Engagement in the Course |

## Breakdown of Points

| **Assessment** | **Number** | **Points Per Assignment** | **Total Points Possible** |
| --- | --- | --- | --- |
| Attendance | 25 | 1 | 25 |
| Participation | 1 | 100 | 100 |
| Primary Source Tweets | 9 | 4 | 36 |
| Discussion Reflections | 2 | 30 | 60 |
| Blogging Project |  |  |  |
| Topic Selection/Consultation | 1 | 20 | 20 |
| Comments | 3 | 10 | 30 |
| Final Publication | 1 | 100 | 100 |
| Individual Feedback | 2 | 5 | 10 |
| Culture of Teamwork | 1 | 50 | 40 |
| **TOTAL Points** |  | | **421** |

# CLASS POLICIES

## Expectations

**Respect is the defining characteristic of our conversations.**

Any and all viewpoints that are expressed respectfully and address the topics of this course will receive attention and a fair grade in this class. If comments are expressed disrespectfully or move too far afield, I reserve the right to end a conversation and/or request a conversation with you following the class.

**Respect includes using appropriate language to describe people or groups of people.**

Please use gender neutral language and respectful designations for ethnic, racial, and national groups when appropriate. If you are unsure of what the most respectful terminology is, please feel free to ask.

**Respect for present and past peoples also means approaching diverse cultures with an open mind.**

You will find some ideas weird, dismaying, and disagreeable. That's okay. I encourage you to acknowledge that reaction and then move past judgment by taking the time to ask, "Why did they think that? Why was it like that? Why do I think differently?"

**Discussions should be had with the entire class.**

Please try not to engage in side conversations (verbal, electronic, or written) once class has begun.

**Perfection will not (usually) be a defining characteristic of our conversations.**

With that in mind, please share freely! All thoughts, questions, and ideas – no matter how tentative, incomplete, or half-formed these might be – are welcome.

**Please take responsibility for your actions.**

If you missed an assignment, do better next time If you said something unkind in discussion or to someone in your blogging group, work to correct it.

**These expectations are for you - and for me.**

If I have done something disrespectful, hurtful, or just plain annoying, you can expect me to apologize, take responsibility, and work toward changing my action or attitude.

## Technology

There are (at least) two kinds of distraction provided by technology - the escapist kind and the exploring new knowledge kind.

I would ask that you aim for the exploring new knowledge kind in this class. Please avoid using technology to check out of the class. **Please do use technology to learn, share, and dig deeper in the course.**

## A Word About Writing

Proper use of grammar, spelling, and punctuation is expected in all assignments completed outside of class. In-class writing activities are excused, including exams. There will not be time for proofreading.

Please note, however, that grammar, spelling, and punctuation will always be weighted less heavily than other elements of rubrics.

If you are unsure of whether or not something is grammatically correct, I encourage you to use the spelling and grammar check tools in your favorite document-creation software, helpful websites like OWL Perdue or GrammarGirl, or a browser extension like Grammarly.

## Plagiarism

#### **You must adhere at all times to UB’s Academic Integrity Policy** (see Program Policies).

Everything from discussion questions/comments to blog posts to exam essays are expected to meet the standards of academic integrity outlined in UB’s policy.

### What is plagiarism?

#### All of the following are examples of plagiarism (quoted from plagiarism.org): <–This is a citation ;)

* “turning in someone else’s work as your own
* copying words or ideas from someone else without giving credit
* failing to put a quotation in quotation marks
* giving incorrect information about the source of a quotation
* changing words but copying the sentence structure of a source without giving credit

#### copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not” [<–Direct quote = quotation marks]

### How I deal with plagiarism in this class

I recognize that it takes time to gain skills like paraphrasing, citing, and crediting other authors. So here’s how I usually deal with plagiarism in this course:

1. I try to give you as many tips and tools as possible ahead of time to help you prevent plagiarism from occurring.
2. With the exception of exams, you will usually be given the opportunity to revise an assignment IF if is the first time plagiarism has shown up in an assignment.
3. If plagiarism occurs a second time on a similar assignment, you will either lose points or fail the assignment, depending on how much of the assignment is plagiarized and what the nature of the plagiarism is.
4. If plagiarism is a recurring issue in your assignments, or if a particularly egregious form of plagiarism occurs (such as submitting a purchased or ghost-written essay or blog post) this may be grounds for failure of the course.

# PROGRAM POLICIES

## Accessibility Resources For Students With Disabilities

Reasonable Accommodation refers broadly to reasonable modifications of policies, practices, and procedures as necessary to ensure that persons with disabilities have the same opportunities as others in all programs, services, and benefits of the University at Buffalo.

Anyone with a disability (including a chronic illness) who needs reasonable accommodations in the SIM-UB Program should refer to the Student Handbook (available online via SIMConnect) for further information, or consult the Resident Director (Kevin McKelvey).

## General Policies

Attendance and active participation is expected by all students in every class. Students are expected to be present for the entire duration of each class. Tardiness to or absenting oneself during class will result in a deduction from the attendance and participation portion of the final grade.

Late assignments, if accepted, will be penalized.

Students who are absent from a midterm exam must request a make up exam from the course instructor; a make up will be given only if there is an appropriate, documented reason for absence from the exam (such as an MC); any disputes regarding the validity of the reason or the documentation may be referred to the student advisor.

Students who are absent from a final exam must formally request a make up exam in writing to Ms. Katie Fassbinder, Assistant Resident Director, within 24 hours of the original exam. The make up exam request form can be found in SIMConnect.

In all cases, supporting documents must be provided and a make-up exam will only be scheduled if there is a valid and appropriate reason for the absence. For example, prior commitments to external activities or events outside of SIM are not considered a valid reason for absence. For medical cases, students must submit a detailed letter from the doctor, highlighting the date of the medical consultation, the nature and the severity of the illness, and how the illness prevented them from taking the scheduled exam, in addition to a Medical Certificate (MC). A Medical Certificate alone will not be accepted for make-up final exams. Disputes may be referred to the Resident Director.

There will be no make ups for other course assessments, and students who are absent from such assessments will receive a zero.

## UB Statement Of Principle On Academic Honesty

The University at Buffalo has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for appropriate citation of sources, and for respect for others’ academic endeavors.

By placing their name on academic work, students certify the originality of all work not otherwise identified by appropriate acknowledgements.

Additionally, students are expected to understand and abide completely by the following guidelines for academic integrity in all UB courses:

Plagiarism, cheating, and other incidents of academic dishonesty will result in an automatic failing grade for the course. Depending on the severity of the violation, your case may also be reported to UB for further investigation and may result in expulsion from the university.

Plagiarism consists of copying work from another source without giving proper citations. You must not copy information from printed materials, internet sources, or from the work of other students. If you are uncertain about how to submit your work correctly, consult the instructor immediately.

**Any claim of ignorance of the rules of academic integrity by any student is unacceptable.**

# CLASS SCHEDULE

## Disclaimer and Details:

Alterations may be made to this syllabus at any time. I will give you advance notice of any significant changes in the syllabus. The most recent details will always be available on helloworldciv.com.

| **Day** | **Date** | **Class Code** | **Class #** | **Topic** | **Reading Due** | **Activity Due** | **Discussion Reflection Due Date** | **Blogging Project** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Mon | Jan 29 | 12.00 - 1.30 (L03) | Class 1 | Syllabus |  |  |  |  |
| Tues | Jan 30 | 8.30 - 10.00 (L01) | Class 1 | Syllabus |  |  |  |  |
| Wed | Jan 31 | 12.00 - 1.30 (L02) | Class 1 | Syllabus |  |  |  |  |
| Thurs | Feb 1 | 8.30 - 10.00 (L01) | Class 2 | Blogging Project Intro |  | Read Blogging Project pages |  | Project groups assigned by Prof. Bennett |
| Thurs | Feb 1 | 12.00 - 1.30 (L03) | Class 2 | Blogging Project Intro |  | Read Blogging Project pages |  |
| Fri | Feb 2 | 12.00 - 1.30 (L02) | Class 2 | Blogging Project Intro |  | Read Blogging Project pages |  |
| Mon | Feb 5 | 12.00 - 1.30 (L03) | Class 3 | Egypt |  | Twitter handle & #participlan |  |  |
| Tues | Feb 6 | 8.30 - 10.00 (L01) | Class 3 | Egypt |  | Twitter handle & #participlan |  |  |
| Wed | Feb 7 | 12.00 - 1.30 (L02) | Class 3 | Egypt |  | Twitter handle & #participlan |  |  |
| Thurs | Feb 8 | 8.30 - 10.00 (L01) | Class 4 | Mesopotamia | Epic of Gilgamesh | Primary Source Tweets (PST): All Students | Thur, Feb 15 |  |
| Thurs | Feb 8 | 12.00 - 1.30 (L03) | Class 4 | Mesopotamia | Epic of Gilgamesh | Primary Source Tweets (PST): All Students | Thur, Feb 15 |  |
| Fri | Feb 9 | 12.00 - 1.30 (L02) | Class 4 | Mesopotamia | Epic of Gilgamesh | Primary Source Tweets (PST): All Students | Fri, Feb 16 |  |
| Mon | Feb 12 | 12.00 - 1.30 (L03) | Class 5 | Monotheism | Selections from Genesis | PST: Group A | Mon, Feb 19 |  |
| Tues | Feb 13 | 8.30 - 10.00 (L01) | Class 5 | Monotheism | Selections from Genesis | PST: Group A | Tue, Feb 20 |  |
| Wed | Feb 14 | 12.00 - 1.30 (L02) | Class 5 | Monotheism | Selections from Genesis | PST: Group A | Wed, Feb 21 |  |
| Thurs | Feb 15 | No Class | **No Class** |  |  |  |  |  |
| Fri | Feb 16 | No Class | **No Class** |  |  |  |  |  |
| Mon | Feb 19 | 12.00 - 1.30 (L03) | Class 6 | Greece | Lysistrata Act I | PST: Group B | Mon, Feb 26 | Topic Consultations w/ Prof. Bennett |
| Tues | Feb 20 | 8.30 - 10.00 (L01) | Class 6 | Greece | Lysistrata Act I | PST: Group B | Tue, Feb 27 |
| Wed | Feb 21 | 12.00 - 1.30 (L02) | Class 6 | Greece | Lysistrata Act I | PST: Group B | Wed, Feb 28 |
| Thurs | Feb 22 | 8.30 - 10.00 (L01) | Class 7 | Persia | Customs of the Persians | PST: Group A | Thu, Mar 1 |  |
| Thurs | Feb 22 | 12.00 - 1.30 (L03) | Class 7 | Persia | Customs of the Persians | PST: Group A | Thu, Mar 1 |  |
| Fri | Feb 23 | 12.00 - 1.30 (L02) | Class 7 | Persia | Customs of the Persians | PST: Group A | Fri, Mar 2 |  |
| Mon | Feb 26 | 12.00 - 1.30 (L03) | Class 8 | Hellenistic | Epictetus/Epicurus | PST: Group B | Mon, Mar 5 |  |
| Tues | Feb 27 | 8.30 - 10.00 (L01) | Class 8 | Hellenistic | Epictetus/Epicurus | PST: Group B | Tue, Mar 6 |  |
| Wed | Feb 28 | 12.00 - 1.30 (L02) | Class 8 | Hellenistic | Epictetus/Epicurus | PST: Group B | Wed, Mar 7 |  |
| Thurs | Mar 1 | 8.30 - 10.00 (L01) | Class 9 | Workshop 1 |  |  |  |  |
| Thurs | Mar 1 | 12.00 - 1.30 (L03) | Class 9 | Workshop 1 |  |  |  |  |
| Fri | Mar 2 | 12.00 - 1.30 (L02) | Class 9 | Workshop 1 |  |  |  |  |
| Mon | Mar 5 | 12.00 - 1.30 (L03) | Class 10 | India I | No reading - Lecture day |  |  |  |
| Tues | Mar 6 | 8.30 - 10.00 (L01) | Class 10 | India I | No reading - Lecture day |  |  |  |
| Wed | Mar 7 | 12.00 - 1.30 (L02) | Class 10 | India I | No reading - Lecture day |  |  |  |
| Thurs | Mar 8 | 8.30 - 10.00 (L01) | Class 11 | India II | Dhammapada, Bhagavad Gita | PST: All Students | Thu, Mar 15 |  |
| Thurs | Mar 8 | 12.00 - 1.30 (L03) | Class 11 | India II | Dhammapada, Bhagavad Gita | PST: All Students | Thu, Mar 15 |  |
| Fri | Mar 9 | 12.00 - 1.30 (L02) | Class 11 | India II | Dhammapada, Bhagavad Gita | PST: All Students | Fri, Mar 16 |  |
| Mon | Mar 12 | 12.00 - 1.30 (L03) | Class 12 | China I | Analects | PST: Group A | Mon, Mar 19 |  |
| Tues | Mar 13 | 8.30 - 10.00 (L01) | Class 12 | China I | Analects | PST: Group A | Tue, Mar 20 |  |
| Wed | Mar 14 | 12.00 - 1.30 (L02) | Class 12 | China I | Analects | PST: Group A | Wed, Mar 21 |  |
| Thurs | Mar 15 | 8.30 - 10.00 (L01) | Class 13 | China II | Daodejing | PST: Group B | Thu, Mar 22 |  |
| Thurs | Mar 15 | 12.00 - 1.30 (L03) | Class 13 | China II | Daodejing | PST: Group B | Thu, Mar 22 |  |
| Fri | Mar 16 | 12.00 - 1.30 (L02) | Class 13 | China II | Daodejing | PST: Group B | Fri, Mar 23 |  |
| Mon | Mar 19 | 12.00 - 1.30 (L03) | Class 14 | Workshop 2 |  |  |  |  |
| Tues | Mar 20 | 8.30 - 10.00 (L01) | Class 14 | Workshop 2 |  |  |  |  |
| Wed | Mar 21 | 12.00 - 1.30 (L02) | Class 14 | Workshop 2 |  |  |  |  |
| Thurs | Mar 22 | 8.30 - 10.00 (L01) | Class 15 | Silk Road |  |  |  |  |
| Thurs | Mar 22 | 12.00 - 1.30 (L03) | Class 15 | Silk Road |  |  |  |  |
| Fri | Mar 23 | 12.00 - 1.30 (L02) | Class 15 | Silk Road |  |  |  | Post Draft Due |
| Mon | Mar 26 | 12.00 - 1.30 (L03) | Class 16 | Rome | Livy, Histories | PST: Group A | Mon, Apr 2 |  |
| Tues | Mar 27 | 8.30 - 10.00 (L01) | Class 16 | Rome | Livy, Histories | PST: Group A | Tue, Apr 3 |  |
| Wed | Mar 28 | 12.00 - 1.30 (L02) | Class 16 | Rome | Livy, Histories | PST: Group A | Wed, Apr 4 | Individual Feedback Completed in Class |
| Thurs | Mar 29 | 8.30 - 10.00 (L01) | Class 17 | Christianity & Rome | Pliny/Trajan & Clement | PST: Group B | Thu, Apr 5 |
| Thurs | Mar 29 | 12.00 - 1.30 (L03) | Class 17 | Christianity & Rome | Pliny/Trajan & Clement | PST: Group B | Thu, Apr 5 |
| Fri | Mar 30 | No Class | **No Class** |  |  |  |  |  |
| Mon | Apr 2 | 12.00 - 1.30 (L03) | Class 18 | Fall of Rome | Tacitus, Germania | PST: Group A | Mon, Apr 9 | Comments Due |
| Tues | Apr 3 | 8.30 - 10.00 (L01) | Class 18 | Fall of Rome | Tacitus, Germania | PST: Group A | Tue, Apr 10 |  |
| Wed | Apr 4 | 12.00 - 1.30 (L02) | Class 17 | Christianity & Rome | Pliny/Trajan & Clement | PST: Group B | Wed, Apr 11 |  |
| Thurs | Apr 5 | 8.30 - 10.00 (L01) | Class 19 | Medieval Europe | First Life of St. Francis | PST: Group B | Thu, Apr 12 |  |
| Thurs | Apr 5 | 12.00 - 1.30 (L03) | Class 19 | Medieval Europe | First Life of St. Francis | PST: Group B | Thu, Apr 12 |  |
| Fri | Apr 6 | 12.00 - 1.30 (L02) | Class 18 | Workshop 3 |  |  | Fri, Apr 13 |  |
| Mon | Apr 9 | 12.00 - 1.30 (L03) | Class 20 | Workshop 3 |  |  |  |  |
| Tues | Apr 10 | 8.30 - 10.00 (L01) | Class 20 | Workshop 3 |  |  |  |  |
| Wed | Apr 11 | 12.00 - 1.30 (L02) | Class 19 | Fall of Rome | Tacitus, Germania | PST: Group A |  |  |
| Thurs | Apr 12 | 8.30 - 10.00 (L01) | Class 21 | Islam | Sura 4 | PST: Group A | Thu, Apr 19 |  |
| Thurs | Apr 12 | 12.00 - 1.30 (L03) | Class 21 | Islam | Sura 4 | PST: Group A | Thu, Apr 19 |  |
| Fri | Apr 13 | 12.00 - 1.30 (L02) | Class 20 | Medieval Europe | First Life of St. Francis | PST: Group B | Fri, Apr 20 |  |
| Mon | Apr 16 | 12.00 - 1.30 (L03) | Class 22 | Africa | Ibn Battuta | PST: Group B | Mon, Apr 23 |  |
| Tues | Apr 17 | 8.30 - 10.00 (L01) | Class 22 | Africa | Ibn Battuta | PST: Group B | Tue, Apr 24 |  |
| Wed | Apr 18 | 12.00 - 1.30 (L02) | Class 21 | Islam | Sura 4 | PST: Group A | Wed, Apr 25 |  |
| Thurs | Apr 19 | 8.30 - 10.00 (L01) | Class 23 | Mongols | William of Rubruck, Ibn Al-Athir | PST: Group A | Thu, Apr 26 |  |
| Thurs | Apr 19 | 12.00 - 1.30 (L03) | Class 23 | Mongols | William of Rubruck, Ibn Al-Athir | PST: Group A | Thu, Apr 26 |  |
| Fri | Apr 20 | 12.00 - 1.30 (L02) | Class 22 | Africa | Ibn Battuta | PST: Group B | Fri, Apr 27 |  |
| Mon | Apr 23 | 12.00 - 1.30 (L03) | Class 24 | SEA | Artifacts Activity | PST: Group B | Mon, Apr 30 |  |
| Tues | Apr 24 | 8.30 - 10.00 (L01) | Class 24 | SEA | Artifacts Activity | PST: Group B | Tue, May 1 |  |
| Wed | Apr 25 | 12.00 - 1.30 (L02) | Class 23 | Mongols | William of Rubruck, Ibn Al-Athir | PST: Group A | Wed, May 2 | Individual Feedback Completed in Class |
| Thurs | Apr 26 | 8.30 - 10.00 (L01) | Class 25 | Wrap-Up |  |  |  |
| Thurs | Apr 26 | 12.00 - 1.30 (L03) | Class 25 | Wrap-Up |  |  |  |
| Fri | Apr 27 | 12.00 - 1.30 (L02) | Class 24 | SEA | Artifacts Activity |  | Fri, May 4 | Final Publication Due |
| Mon | Apr 30 |  |  |  |  |  |  |  |
| Tues | May 1 |  |  |  |  |  |  |  |
| Wed | May 2 | 12.00 - 1.30 (L02) | Class 25 | Wrap-Up |  |  |  |  |
| Thurs | May 3 |  |  |  |  |  |  |  |
| Fri | May 4 |  |  |  |  |  |  |  |