Course Description (from official course outline description)

History 231

This course will explore the changes (intellectual, social, political and economic) taking place in Europe during the early modern period. Students will begin with a broad overview of the Middle Ages, and then trace the formative periods of the Renaissance, the Reformation, and the age of religious wars. Students will examine changes in economic and political structures including the emergence of the nation state. The intellectual revolution in science, and the influential ideas of the Enlightenment will be discussed. Finally, the class will examine in some depth the origins and complexities of the French Revolution.

Course Description (from official course outline description)

History 232

Beginning with the watershed of Napoleonic rule in Europe, students will evaluate the consequences and legacies of the French Revolution. The class will then trace the formative events of the nineteenth century including industrialization, imperialism and the ideological struggles taking place (socialism, nationalism, liberalism and conservatism). Students will discuss causes and implications of the First World War, and explore the profound changes that resulted. Exploration of the age of anxiety, the emergence of totalitarianism and World War II will follow. Finally, the class will trace the declining importance of Europe during the periods of the Cold War and decolonization, and discuss the significant of the choices Europe now faces.
University of Hawai‘i – Honolulu Community College
GENERAL EDUCATION - Diversification Designation
Certification and Recertification
Application Form
(as of Spring 2011)

APPLICANT: Cynthia Smith
E-MAIL: smithcyn@hawaii.edu

COURSE ALPHA and NUMBER: History 231

COURSE TITLE: Modern European History I (1350 - 1815)

ESTIMATED NUMBER OF SECTIONS: Fall 1  Spring 0

Is this request for a: □ New Course  □ Modified Course  □ Existing Course  □ Re-designation

Is this request for a: □ Certification  □ Re-Certification. Date of last certification: 2006

DIVERSIFICATION AREA DESIGNATION SOUGHT:

□ DA (Arts)  □ DP (Physical Sciences)
□ DB (Biological Sciences)  □ DS (Social Sciences)
□ DH (Humanities)  □ DY (Laboratory)
□ DL (Literature and Language)

What percentage of the CONTENT of this course focuses on this diversification area?  100%

What percentage of CLASS MEETINGS focuses on this diversification area?  100%

1. Please explain how the course SLOs align with the diversification area’s hallmarks.

1. The hallmarks for a Humanities Diversification course are:
DH.1 uses the terminology of historical, philosophical, language or religious studies;
DH.2 involves texts, artifacts, concepts, processes, theories or issues of concern in these studies;
DH.3 demonstrates inquiry that involves the methods of study, reflection, evidence-gathering, and argumentation that are employed in these studies

Explanation of how hallmarks are met:

** DH.1 uses the terminology of historical, philosophical, language or religious studies;
History 231 is a survey course addressing historical developments in European civilizations from
1300's up to 1815 (Early Modern European History). It is based entirely on students comprehending and using historical language and terminology to describe developments over time, to identify and explain causal relationships, to make *comparisons* between cultures and to identify links between historical events and current concerns.

History 231 SLO's which address DH 1:
# 1. Appreciate unique developments and contributions of diverse European cultures/societies.
# 2. Identify and comprehend the historical roots of current issues and controversies.
# 3. Perceive patterns in cause and effect relationships and human experiences, and relate this knowledge to current events and issues.
# 7. Communicate in oral and written form to present clearly argued and supported analysis.

II. DH.2 involves texts, artifacts, concepts, processes, theories or issues of concern in these studies;

History 231 requires students to read and write extensively including working with primary documents. They must write to convey their understanding of historical terms and of historical processes (e.g. revolutionary processes, paradigm shifts such as the Scientific Revolution, impacts of war and diplomatic actions etc.) They must communicate their understanding of significant political and cultural ideologies and philosophies, and trace how these ideas impacted different European societies – answering compare and contrast questions. They are required to do independent research on an historical topic that entails identifying an historical *question*, developing and supporting a thesis argument in response. They must show an understanding of links between historical developments, and current issues and concerns in the present.
# 2. Identify and comprehend the historical roots of current issues and controversies.
# 4. Compare and contrast diverse societal responses to common human issues.
# 5. Understand the experiences and effects of regional and global transformations in political, social, economic and technological systems.
# 9. Analyze and integrate primary source materials into a more developed historical understanding.

**DH.3 demonstrates inquiry that involves the methods of study, reflection, evidence-gathering, and argumentation that are employed in these studies**

History 231 requires students to read secondary text material (textbook and webtext – since this is always offered as a DE and WI course). Students also read and analyze primary source materials. There is required map work to cultivate an understanding of geographic influences. They learn of historical theories of causation and must be ready to describe and compare diverse effects. They must learn the meaning of ideologies and belief systems and trace how these emerged and evolved, and how they impacted change over time in different European cultures. Students are required to do research which entails assessing the worth of historical sources on the internet to determine merit and reliability.
# 3. Perceive patterns in cause and effect relationships and human experiences, and relate this knowledge to current events and issues.
# 6. Synthesize complex material presented in written and verbal format
# 7. Communicate in oral and written form to present clearly argued and supported analysis.
# 8. Assess and evaluate historical material on the Internet.
# 9. Analyze and integrate primary source materials into a more developed historical understanding.
Explanatory notes. The hallmarks (three for each designation) are posted on the HCC Intranet. In the text-box below, (a) re-state the hallmarks for the diversification designation you are seeking; (b) for each hallmark provide the course SLO(s) that meet each hallmark (statement of the SLOs and their numbers, e.g., SLO#1, should match what is given in the curriculum action form or course syllabus; and (c) explain how the SLO(s) meet each hallmark.

2. Explain assessment strategies you plan to use (or have used, in the case of recertification) to measure the degree to which students exit the course with the expected SLOs. If there are multiple sections of the course, please discuss how assessment will be carried through all sections.

As this is a WI course and an online course; as such, students are required to write extensively both in formal essays and for weekly homework questions. They also take a midterm and final exam.

SLO’s #1, #2, #3, #4, #5, #6, #7: are addressed through formal essays written in response to historical questions requiring synthesis of information, and explication of causes and effects. Students are required to write to answer historical questions that require an ability to summarize factual knowledge, develop arguments regarding causal relations and to make comparisons across cultures (and time).

SLO’s #6, #7, #8, #9 are addressed through the research essay and the primary source analyses essays. Since there is required conferencing with students, there is also the need for them to explain their reasoning in discussions with the instructor. The midterm and final exams require explanation of key terms in writing, helping identify student achievement of SLO’s: #1, #2, #6.

Analysis of Essays. Since History 231 is always offered as a WI course, there is a great deal of student formal writing. Since drafts and conferences are part of the process, this allows me to spend time evaluating student performance in grasping historical relations as well as in their ability to communicate about historical causes, effects and comparisons. I also focus on evaluating what kinds of writing assignments and questions seem to evoke more focused and productive responses. The essays include essays analyzing primary source, one essay addressing a broader historical question and one research essay.

Students submit weekly question responses each week which require them to explain key concepts, identify important effects or causes of developments, and compare across European civilizations. These are graded with comments.

Student understanding of geography as it relates to history is assessment through two map exercises using a variety of historical maps.

Writing samples: Since this course has always and will always be offered as a Writing Intensive course, student work is periodically submitted to be part of the WI assessment process. Students participate in WI end of the semester surveys which evaluate the worth and learning from writing in the class.

Students are also asked to complete an 'end of the semester' evaluation which includes questions
about how the class aided in their acquisition of general education slos (e.g. knowledge of different groups and organizations). Though these are too broadly worded to aid in direct assessment of student learning of 231 course slos, they give an indication of areas where the class is contributing to these program slos.

Explanatory notes. For this question, provide a clear connection between the course SLOs (e.g., understand research methodology) with assessment strategies (e.g., quizzes, final project). For multiple sections of the same course, provide a plan for coordinating and assessing these SLOs across sections.

3. How have you used the assessment findings to modify or improve this course?

Based on student writing responses – I have adjusted the readings assigned, including finding a more detailed and accessible textbook. I have also adjusted primary sources to ensure they are accessible and raise directly the pertinent points students are to analyze. I have reformulated questions that did not elicit the kind of analysis, insights and connections anticipated or hoped for. I have also provided more focused explanation of what is expected in formal essays earlier in the class (no longer presuming they know.) This is to enhance my ability to cultivate student abilities to make and support historical arguments.

Writing Intensive student writing samples are discussed in periodic meetings of all WI faculty where we discuss strategies to deal with common problems, different methodologies in cultivating needed writing skills, as well as other topics such as how to hone citation and research skills. Since ability to write about historical arguments and support these theses effectively is critical in a History course, the skills assessment and analysis is crucial to helping students be better historians.

The individual class survey report results have led me to reevaluate some of the assignments given, moving to shorter papers but with more drafting and time for conferencing between drafts. I also have spent more time in explaining certain vocabulary terms based on student performance on exams.

Explanatory notes. If this is a new course, enter “N/A” as an answer. Courses being re-certified should include a summary of how assessment strategies and measures (Question #2) were used to modify or improve the course. Again, if multiple sections of the course are offered, provide an explanation for review of assessment across sections.

Reminder: If this is an application for an EXISTING or MODIFIED course, please attach a copy of your course syllabus that includes information described in the instruction part of this form. If this is a new course proposal, please attach a copy of the Curriculum Action Proposal for a new course.

DIVERSIFICATION BOARD DECISION:

☑ Approved
Re-Certification Due: Fall 2016

☐ Not approved
If not approved, reasons for disapproval:

Diversification Chair Signature: [Signature] Date: 11/7/11
GENERAL INTRODUCTION

Hello! - Those of you who have accessed this page are registered for History 231 WWW for Spring 2010. I am the instructor for this course - my name is Cynthia Smith. I want to begin this course overview by making a few introductory comments.

In terms of my educational background, I received a B.A. with Honors from Williams College; at Williams I double majored in History and Political Science, with an Area Studies focus in Russia and Eastern European cultures. I received my Masters in History from the University of Hawaii, and have been teaching in the community college system for over 19 years. I have been a full time instructor here at Honolulu Community College for over 18 years.

Due to my strong interest in both history and political science, there is a "strong" political emphasis in my approach to and coverage of the material. Although textbook pages and the primary sources read in this class address key social and cultural developments, the central focus and organizing themes are the dramatic and influential political developments which dominated events and experiences in Early Modern European History.

I am a mother, my son is now 21. For much of his upbringing, I was a single mother and thus I am very understanding of the challenges and competing obligations students face in juggling the demands of school, work, and family responsibilities. Please let me know if you face problems posed by these competing demands; I will do my best to help you address problematic issues so you can fulfill course requirements and succeed in this course.

I have thoroughly enjoyed my experiences teaching distance classes on the web for the past 10 years, in large part due to the ability to communicate with and get to know students via email and online discussions. Based on student feedback, I have redesigned the course in a number of areas over the years to improve effectiveness. I appreciate any constructive input you have during the semester about the course. Before you begin with the content material for the course, there are a few important observations to be made about the realities and demands of a virtual classroom, and about learning history in general. Please read carefully the information in the links below:

1) the requirements and benefits of an online course
2) how I teach history
3) course objectives and learning outcomes

THE ONLINE CLASSROOM

FORMAT

This course is based on topic or study units. We cover one unit per week, scheduled over 16 weeks. It is very important that you keep pace with the class and schedule; your participation in class discussions (an important part of your grade) is based on the readings and assignments for that week. This is not intended as a self-paced course. You need to be ready to submit work and participate in class discussions based on material covered each week by scheduled deadlines. If you fall behind, your discussion comments are lost to the rest of the class, and you will lose points for late work.

TIME REQUIREMENTS

You should plan on spending at least 4-6 hours a week on this course as a minimum. This includes time reading class lectures on the web, reading the textbook and web support pages, participating in discussions and doing the graded work (especially once formal written assignments come due).

STUDENT OBLIGATIONS

Taking a course over the web requires patience, an interest in learning more about technology, and personal discipline. You are the one responsible for keeping up with the material and using the technology available for research and communication. I am certainly always here to help you, but ultimately the responsibility lies with YOU to seek the help you need and commit the time necessary for academic success. The rewards will be great. First of all - you will be pursuing important and relevant questions about the achievements, experiences and impact of several influential European civilizations and the lessons they teach us. This is critical in preparing you to be an informed participant in the world you live in, in particular enhancing your awareness of the many issues rooted in or affected by events in Europe. Also, in the course of doing the assignments for this class, you will hone your skills in communication, reading, writing, analysis, as well as improving your expertise with the computer.

WRITING INTENSIVE

Recognize, this is a Writing Intensive Course. There are a number of writing assignments requiring you to synthesize information and communicate your understanding of the historical material covered in "formal" written explanations and analyses. As an integral part of a writing intensive course, you need to be prepared to draft and re-draft, and to read and learn/improve from instructor comments in writing and through conferencing. Carrying out this kind of focused attention to your writing is the necessary basis for improving your writing skills. This requires a marked degree of discipline; you must be sure to NOT fall behind on the writing assignments integrated into this course.

COMMUNICATION

Email: Communication between the instructor and individual students occurs primarily through email. I promise a quick turn-around time - I will get work back to you usually with 2 - 3 days, rarely more than 4 days. You should always feel free to email me with any questions you have at any time during the course.

Discussion: You will engage in discussions with your fellow classmates on the web through a bulletin board program linked through the Laulima class site. As part of every Unit assignment, I ask two open-ended questions soliciting your
thoughtful opinion and insights. To answer these questions, you log into Laulima, click on the class link, and enter the discussion program through the 'Discussions and Private Messages' link.

**PACE OF THE CLASS**

Most of the work required for this class is done at your own pace during the week, when it is convenient for you. YOU will determine when to do the reading during the week, and when you feel ready to enter the class discussion online. However, you must complete the weekly questions for a particular study unit by Monday and the discussion postings by Wednesday. The deadlines for all course work (weekly Unit work and additional assignments) are indicated on the Class Schedule. The key is to not fall behind. Late assignments will result in loss of points.

**GENERAL OBSERVATIONS**

A web course is, in several respects, very different from a traditional classroom. For one thing, there is more responsibility put on the student to interact with the teacher. If you do not understand something, I cannot read that in your face or call on you in class to determine how well the idea is grasped. You must communicate with me and with your fellow classmates through the computer either through email or through our discussion program. If you do not make the effort to communicate, you do not truly benefit from interaction with the instructor and your peers. If you are confused or need more guidance, you have to let me know.

I know from teaching online in previous semesters that one of the great benefits of teaching over the web is that I actually get to know many of you better than I would if you were sitting in my class. With my in-class courses, I get to know only some students out of every class because they come to see me; other students are too shy, too busy or unmotivated. However, with the ease and greater flexibility created by computer communication, many more of you will communicate with me to ask questions, give feedback or offer YOUR insights.

In terms of the class discussions, the bulletin board format provides the opportunity for really interesting discussions as a class since you have time to think about and compose your ideas and responses, and do not have to overcome the trepidation of speaking up in class. I look forward to getting to know all of you through email, through your written work and your comments in class discussion.

**STUDYING HISTORY**

When I begin a History 151 or 152 class (the general survey of World History), I invariably find some students have very negative attitudes and preconceptions about history. They feel - or dread - that taking a history class entails nothing more than the boring memorization of a bunch of dates and names. Many students anticipate that a history course simply requires memorizing all that factual stuff long enough to put it down on a test (and then to promptly forget it the next week.) This, of course, is not what the field of History is about. A primary objective in the World Civilizations classes is to demonstrate the reality about the study of history, that history is a field focused on "understanding and analysis", not rote memorization.

Since History 231 is an elective class, hopefully some or even many of you are taking this class because you do have an interest in history and in other classes you have been exposed to the excitement of historical investigation. However, even though we start off as a generally more engaged and interested group, I do want to reiterate what I tell students in World Civilizations classes, to make clear why history is an endlessly fascinating and relevant field of study.

To put it simply - meaningful and relevant historical study is NOT memorizing when things happened, where events occurred, the names of the people involved etc. History is not a field based on the absorption and repetition of a series of facts. Rather, historical study is the much more important and intriguing focus on looking at past historical experiences and trying to understand WHY things happened... and SO WHAT? History as a discipline investigates things like the significance of a newly created ideology, the fall of an empire, the start of a war, a change in class relationships -- historians analyze these kinds of events to for a number of reasons:

- to better understand the causes of key events, as well as identifying and appreciating effects (short and long term);
- to identify lessons learned from past human societies - mistakes and triumphs;
- to highlight and expose the connections between past actions and decisions, and the issues we continue to face today.

Historians look at how an event, person or idea changed the lives and experiences of people then and now, always with the emphasis on exposing how key events in the past have led directly to the opportunities, transitions and challenges we face today. THESE are the kinds of questions that historians deal with; the specific dates and names just help us keep track of events and people but the fundamental purpose and fascinating focus of historical study is to understand causes and effects - to fully understand the story and significance of human experiences.

This class and in particular the assignments given, will not ask you to repeat dates and timelines. Instead, you are asked to THINK and ANALYZE and come to CONCLUSIONS about the cultures we cover - the controversial points, the differences and similarities, how developments or struggles that occurred in the past directly connect to present day concerns, and perhaps most importantly, to reflect on what we can learn from the mistakes and great achievements of past cultures.

If you approach history looking at these kinds of issues and make the connections to the world you live in today, and if you tap into that basic human curiosity we all have about other peoples' lives and experiences, then you will find the study of history fascinating. History is, at its core, the story of human beings and their lives: their hopes and anguish; their
brilliance and stupidity; their achievements and tragedies, basically the kinds of details that still fascinate us about other human beings.

COURSE OBJECTIVES AND STUDENT LEARNING OUTCOMES

COURSE OBJECTIVES: There are three primary objectives for this course.

I. The first is to provide an overview of European history during the period when "Modern" European institutions and traditions developed. Looking at events taking place between the 14th century (1300's) and the start of the 19th century (1800's), we trace the evolution of modern patterns, ideas and institutions in Europe, in particular in terms of political, economic, social, and religious systems. Intellectual and cultural changes, beginning with the Renaissance and culminating with the Scientific Revolution and Enlightenment, are discussed with an emphasis on the revolutionary effects of these changes.

In investigating these developments, we examine some of the reasons why Europe, though a relatively small geographic region, has given rise to so many distinctive and diverse cultures and societies. We compare the commonalities as well as distinctive features of Western, Central and Eastern European civilizations. As part of this regional comparison, we look at the complex interrelationships (peaceful and hostile) between emerging European states and empires.

The course finishes by looking at the cataclysmic upheaval of the French Revolution, a dramatic culmination of what was a dramatic age of revolutionary intellectual, political and social ideals. The French Revolution, the turbulent epi-center of the "Age of Revolution", eroded and even destroyed many elements of the Old Order in Europe. The French Revolution spawned powerful forces of "modernization", transforming Europe and the globe throughout the 19th and 20th centuries. These revolutionary forces still impact peoples and events today in the 21st century.

Throughout this course, we highlight the connections between past formative events and developments discussed, and underline how these past events are directly related to a better understanding of the issues confronted by 21st century European (and global) societies today.

II. The second objective is to more fully use writing as a tool to understand history and its relevance. The field of history is almost entirely based on interpretation. By analyzing and writing about the material, you as students move beyond simply learning what other historians think and actually participate in the craft of historical analysis. History at its best is a dynamic, interactive discipline of competing interpretations and perspectives. Writing to express your understanding and your conclusions about material is a powerful way to be engaged in the material, to offer your voice, your interpretations, and your contributions in the quest for better understanding and applying historical insights.

III. The final objective is the specific improvement of your individual writing ability. Since this is a writing intensive course, the emphasis is on you as students working directly with both primary historical documents and secondary source analyses, and effectively communicating your individual interpretations through written work. Formulating an opinion, and expressing and supporting it persuasively in writing, are skills that are essential not just for a history class but for any college course. And in fact, refining your writing so that you clearly and persuasively convey your intellectual insights is critical not only for college, but for professional success, and even further, for the full realization of your potential as an informed and participating global citizen.

SPECIFIC LEARNING OUTCOMES: After completion of History 231, a student will be able to:

- Appreciate unique developments and contributions of diverse European cultures/societies
- Identify and comprehend the historical roots of current issues and controversies
- Perceive patterns in cause and effect relationships and human experiences, and relate this knowledge to current events and issues.
- Compare and contrast diverse societal responses to common human issues.
- Understand the experiences and effects of regional and global transformations in political, social, economic and technological systems.
- Synthesize complex material presented in written and verbal format.
- Communicate in oral and written form to present clearly argued and supported analysis
- Assess and evaluate historical material on the internet
- Analyze and integrate primary source materials into a more developed historical understanding
- Continue investigating and analyzing historical information and issues as a life long learner

COURSE ASSIGNMENTS AND GRADING SCALE

READING
The course is divided into study units; one unit per week for a period of 16 weeks. When the semester begins, I will create a new link on the Laulima menu to the "Class Units" page. On this Class Units page, there will be an active link to the Unit Page for that week. The Unit Page includes: the readings assigned and the assigned work for that week. There are three sources of written material you are responsible for reading and knowing:

I. Assigned text reading
II. Webtext chapters
The other major source of information, required reading in this class, is the webtext; these are the web lectures that I have written. For each Unit, there are links to four or five "chapters" containing the information that would be delivered as a lecture in a face-to-face class, but which are written out for an online class. The web lectures are the "chapters" linked to the Unit Page. Within the webtext there are imbedded links to related pictures, maps, or documents. The webtext is a critical component of this course; these written lectures emphasize the key themes, ideas, and consequences you are responsible for understanding. The text, the class notes, and additional readings (i.e. linked primary sources) should provide the substantive background needed to analyze key historical events and questions related to the societies and themes addressed in this class.

III. Primary Source Documents. For two of your writing assignments, you are required to read primary source documents directly from the periods and cultures we are covering. These will be documents you can access via the web; I will provide the links.

**WEEKLY HOMEWORK ASSIGNMENTS**

On each weekly Unit Page, there are two (2) Weekly Questions' you are required to answer via email. These questions are to ensure you are doing the reading, to focus your attention on key definitions or causal relationships, and to give you practice in composing effective written summaries of key issues. 6 points each Unit. 96 points total.

**CLASS DISCUSSIONS**

For each Unit, you are also required to engage in class discussions dealing with the complex issues raised by the reading. Each week there are two discussion questions listed on the Unit Page. To answer these questions, you log onto Laulima, go to this class site and enter the discussion program through the 'Discussions and Private Messages' link (Go to instructions). You are required to post up two comments per week to the class discussions. 20 points possible. (Grades are based on degree of participation. 100% = 20 points)

**MAP ASSIGNMENTS**

Since understanding geography is critical when tracing historical developments and events in European history, close study of maps is an important part of your reading and learning. There are two map assignments during the course of the semester. These map exercises ask questions based on maps available online. I provide you the links and your answers are based on close examination of the information conveyed in historical maps of Europe during different eras. 10 points each; 20 points total.

**PRIMARY SOURCE ANALYSIS**

There are two required written assignments which require you to analyze and provide commentary regarding primary sources related to material and topics covered. These primary source materials are to be found online. I will provide you with the links and ask questions related to the primary source material; you respond in the form of a formal (typewritten, proofread) essay. (minimum 3 pages each). I will assign 4 primary source assignments throughout the semester, you are required to do 2 out of the 4. For both of these primary source essays, once I have returned them with comments, there will be a mandatory re-write to show improvement in your writing. 50 points each (40 points for initial essay; 10 points for the re-write); 100 points total

**WRITING ASSIGNMENTS**

In addition to the primary source exercises, there are two longer formal essays.

Essay # 1 - This essay (minimum 5 pages) is assigned and completed early in the course so that I can give you early feedback on your writing. I provide you with several questions related to the course work covered; you choose one and write a formal response. I return the essay to you with extensive comments. After this, there is a mandatory re-write of this first essay; recognize, the best way to improve your writing is to look closely at feedback and correct mistakes. You and I will have a dialogue about your first essay (via the telephone). In this conference, we will address both the historical content of your essay as well as specific writing issues that you should be working on throughout the semester. 50 points for essay; 10 points for rewrite (60 points total)

Research Paper - This is a longer research paper (minimum 8 pages) requiring you to demonstrate your ability to do research on an historical topic and write an effective essay synthesizing your historical conclusions based on your research. I provide several topic choices; you choose one (or you can work with me to identify and refine a topic/historical question you wish to work on.) To ensure you learn the habits of good writing, there are required and graded stages this essay.

<table>
<thead>
<tr>
<th>Stage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Outline</td>
<td>15</td>
</tr>
<tr>
<td>Required Bibliography</td>
<td>10</td>
</tr>
<tr>
<td>Required First Draft</td>
<td>25</td>
</tr>
<tr>
<td>Final Draft</td>
<td>80</td>
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</tbody>
</table>

**EXAMS**

There will be a midterm and final exam requiring you to demonstrate your understanding of the key terms as well as causal issues (cause and effects) covered during the course. These exams consist of written identifications of key terms covered in the class. I supply you with a study guide three weeks before the exams are given. The exams must be taken
in a proctored situation. There are a number of acceptable sites where you can take the exam: HCC campus, Windward C.C., Kapolei C.C., Leeward C.C. and UH Manoa, as well as Neighbor Island Community College campus Testing Centers. When we get closer to exam time, I will write you with further information about proctoring options. I am flexible so if there are logistical problems, we will work them out. (50 points each)

**FINAL GRADE**

Your final grade will be based on accumulation of points as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Questions</td>
<td>96</td>
</tr>
<tr>
<td>Discussion Participation</td>
<td>20</td>
</tr>
<tr>
<td>Maps</td>
<td>20</td>
</tr>
<tr>
<td>Primary Sources</td>
<td>100</td>
</tr>
<tr>
<td>Essay # 1</td>
<td>60</td>
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<tr>
<td>Essay # 2 (Research Paper)</td>
<td>130</td>
</tr>
<tr>
<td>Exams</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total points possible</strong></td>
<td><strong>526</strong></td>
</tr>
</tbody>
</table>

**Grading Scale:**
- 473 - 526 = A
- 420 - 472 = B
- 368 - 419 = C
- 315 - 367 = D
- Below 315 = F

**CLASS PROCEDURES AND POLICIES**

This page explains how this virtual classroom works. Please refer to these instructions if you have questions. You should feel free to contact me anytime with questions about the class, either about class procedures or the specific content material being covered.

**LAULIMA**

This course is integrated with the UH Distance platform program - Laulima. You are automatically registered into the class site on Laulima once you are registered in the class. To log into Laulima:

1. Open Laulima: https://laulima.hawaii.edu/portal
2. Click the Login button.
3. Type your MyUH / Banner username and password, and click Login.
4. Go to the site, click on the site tab for this course.

I use this site to support the class functions in the following ways:

* Links to Course webpages. There are direct links on the side menu linking to the course directory pages (which you are in the midst of reading). Once the semester is underway, there will be additional links added for the Class Unit pages with course material and homework assignments, additional assignments and information about exams.

* Discussion bulletin board (see below.)

* Gradebook. After material is returned to you, grades are input in the 'Gradebook' feature so you can check your progress (and catch any input errors.) This information is only visible to each student based on their individual login so it remains confidential.

**DISCUSSIONS WITH INSTRUCTOR AND CLASSMATES**

We use a discussion/bulletin board program for class discussion. The bulletin board format lets you respond to questions posted by the instructor and your classmates at your convenience during the week. You are required to submit two contributions to the discussion each week. These can be QUESTIONS, or COMMENTS, or RESPONSES to the question asked by the instructor, or the comments of fellow students. You read the responses from your fellow students and add your own comments to create class interaction related to the topics we address each week. There is no specific time you need to be online during each week to participate in the discussions, you just need to complete your two posts for each Unit by the Wednesday of each week.

The discussion program is linked through the class Laulima site. It is based on the PHPBB discussion program which you may have used in previous distance classes. I have posted up instructions on how to use this program at: [Instructions on discussion program](#)

**IMPORTANT NOTE:** In both email interaction and the discussion program, you are required to use the same courtesy and respect that would be expected during an in-class discussion, or in my office. There must be no "flaming", no demeaning the comments of others and no comments that could be seen as personal attacks. Act with the same maturity and decorum as you would talking with your classmates or instructor face to face. I reserve the right to remove any contributions to the discussion program which are flagrantly offensive. I have the
greatest respect for the importance of open, free discourse but I also have the responsibility of maintaining an atmosphere of respect and thus the open exchange of ideas, in our virtual classroom.

ASSIGNMENTS AND GRADING
All assignments are due on the Monday of the week indicated. Work is submitted by sending responses to my E-mail address (smithdy@hawaii.edu). Late submissions result in the loss of points. I return graded assignments to you via email. The turnaround time for grading work is no more than one week. Usually, I will respond to your work within two - four days of submission.
Your grades are given in the form of points. Final grade determination is based on accumulation of points. If you ever have questions about the grading, you are ALWAYS welcome to write to me to discuss how a determination was made.

EXAMS
The mid-term and the final are to be taken in a proctored setting. I will post a study guide for the exam at least three weeks prior to the exam period. There will be a scheduled time (a little over a week) during which you need to take the exam. There are several established proctoring sites where you can take the exam: HCC campus, UH Manoa, other Community College campuses on Oahu, and Neighbor Island Community College campus Testing Centers. A formal, proctored test-taking procedure and setting is absolutely necessary to ensure the integrity of this class for all students. We can set up a specific proctoring arrangement if you are not in Hawaii or face other obstacles which prevent you from coming to these sites. If you are not going to take the exam at any of these sites, you MUST get in contact with me at least two weeks before the exam to work out arrangements. As we get closer to exam time, I will inform you of all proctoring options. I am flexible so if there are some problems, we will work them out.

E-MAIL ETIQUETTE
I have noticed over past semesters a general decline in basic communication etiquette in the use of email and attachments. Students sometimes send messages with no name, no explanation of the attachment, requiring extra work and detective skills to identify the sender. It is also not good practice to send any kind of work to a teacher (or colleague, or boss etc.) without explanation text indicating the work attached and who is sending it; in some cases it is also necessary to indicate "why" you are sending the work, i.e. draft for comment, final submission for a grade etc.. Please practice your email communication skills by always including your name, the work being attached, and where necessary, what kind of response you are seeking - i.e. a rough draft of an essay requiring comments. I will not open attachments sent with no clear sender or accompanying text - I will send it back for this Information to be added.

PLAGIARISM
Plagiarism is when you take the words or specific thinking and arguments from another source and present it as your words or your analysis. This is cheating and if I find that you have plagiarized your written work from the textbook, from my webtext, from another source, or another student, you will get an automatic 0 for that assignment, and face the possibility of failing the course, depending on the severity of the cheating. All written work that you do must be your work - reflecting your thinking, your interpretation and your understanding of terms and ideas, and expressed in your words. This is particularly important in the Weekly Questions. I have had increasing problems in the past with students merely cutting and pasting from the web text and emailing that back to me as an answer. These are unacceptable answers. What I want from you are "your" ideas, your phrasing and explanation of the key points, and your interpretation of the material - I do not want simple parroting of my words, or phrasing where you just change a word or two. Even if you are restating knowledge gained from other sources, such as the textbook or my web lectures, you must put that understanding into your words - otherwise that is plagiarism, and you will not receive points for the assignment. The bottom line is, you don't learn anything and you certainly don't exercise your brain or your communication skills by cutting and pasting other people's work - and honing those skills is why you are taking this class.

ACCOMMODATIONS
Students with disabilities may obtain information on available services online at honolulu.hawaii.edu/disability. Specific inquiries may be made by contacting Student ACCESS at 844-2392, by e-mail at access@hcc.hawaii.edu, or by simply stopping by the office located in 2/409.

Qualified students with documented disabilities will receive appropriate accommodations in this course. Please contact me as to your needs, documentation and the contact person on your campus for support services.

TRANSFER OF CREDIT
This course transfers to all other UH System campuses. This course fulfills the Diversification (Group 2: Humanities) and the Focus (WI) requirements for the A.A. degree; it also fulfills the (d) Understanding and Appreciating World Cultures and Values General Education requirement.

SCHEDULE - SPRING 2010
HISTORY 231 - Early Modern Europe
TOPICS AND ASSIGNMENTS

JANUARY 11 - 18
UNIT ONE: Defining "Europe"

JANUARY 18 - 25
UNIT TWO: The Renaissance
JANUARY 25 – FEBRUARY 1
UNIT THREE: Regional Political and Economic Developments
Essay #1 assigned – due Monday, February 8

FEBRUARY 1 – FEBRUARY 8
UNIT FOUR: European Expansion
Map Exercise #1 assigned – due February 15
Primary #1 assigned – due February 15

FEBRUARY 8 – FEBRUARY 15
UNIT FIVE: The Protestant Reformation
Essay #1 due February 8

FEBRUARY 15 – FEBRUARY 22
UNIT SIX: The Age of Religious Wars
Primary #1 due February 15
Map Exercise #1 due February 15

FEBRUARY 22 – MARCH 1
UNIT SEVEN: Absolutism

Primary #2 assigned due March 8
Research Paper Topics assigned – due in stages. First deadline: Preliminary Outline and Bibliography due March 29

MARCH 1 – MARCH 8
UNIT EIGHT: Constitutionalism
Rewrite for Essay #1 due March 1
Primary #3 assigned – due March 29

MARCH 8 – MARCH 15
UNIT NINE: Central European Developments
Primary #2 due March 8

MIDTERM EXAM To be taken between March 8 – March 17

MARCH 15 – MARCH 29
UNIT TEN: Central and Eastern European Developments

MARCH 22 - 29 SPRING BREAK!

MARCH 29 – APRIL 5
UNIT ELEVEN: Competition and Warfare
Primary #3 due March 29
Outline and preliminary Bibliography for the Research Paper due Friday, April 2
Map #2 assigned – due April 12

APRIL 5 – APRIL 12
UNIT TWELVE: The Scientific Revolution
Primary #4 assigned – due April 19

APRIL 12 – APRIL 19
UNIT THIRTEEN: The Enlightenment
Map #2 due April 12
Rough Draft of Research Paper due April 12

APRIL 19 – APRIL 26
UNIT FOURTEEN: Reform and Revolution
Primary #4 due April 19

APRIL 25- MAY 1 (Note: Shorter time period)
UNIT FIFTEEN: The French Revolution
Research Paper - final draft due April 26

MAY 1 - MAY 7 (Note: Shorter time period)
UNIT SIXTEEN: Napoleon Bonaparte and the Aftershocks of the French Revolution

MIDTERM FINAL EXAM To be taken between May 5 – May 13
CLASS POLICIES
Smith / SPRING 2010

LATE ASSIGNMENTS
You can always turn in assignment late for partial credit, however you will lose points - the later the work is, the more points lost. It is always better to get work in on time to simply skip an assignment.

MISSED EXAMS
If an emergency occurs and you cannot take the exam during the time period given, you must get in touch with me as soon as possible - either through a voice mail message or through email. I will give the option of a retake to students who have legitimate reasons for missing an exam and who make the effort to get in touch with me promptly.

PLAGIARISM
Plagiarism is when you take the words or specific thinking and arguments from another source and present it as your words or your analysis. This is cheating and if I find that you have plagiarized your written work from the text, from another source, or another student, you will get an automatic 0 for that assignment, and face the possibility of failing the course, depending on the severity of the cheating. All written work that you do must be your work - reflecting your thinking, your interpretation and your understanding of terms and ideas, and expressed in your words.
On essays, homework assignments or exams, even if you are restating knowledge gained from other sources such as the textbook or my lectures, you must put that understanding into your words - otherwise that is plagiarism, and you will not receive points for the assignment or you will lose points on the exam. The key is, you don't learn anything and you certainly don't exercise your brain or your communication skills by cutting and pasting other people's work - and honing those skills is why you are taking this class. I am patient and understanding on most things - but not regarding cheating.

"I" Grade
A student can receive the "I" grade if s/he does most of the class work but due to personal circumstances cannot finish all class work by the end of the semester. The student "must" contact me and request this option. The I grade gives the student the option of completing the work before the middle of the next semester, otherwise the student will receive the grade earned up to that point.

"N" Grade
In situations where major disruption or obstacles occur that prevent the student from completing the class (where a substantial amount of work is still owed) or where student performance has suffered due to extreme and unavoidable circumstances, I will give the student an "N" grade instead of an F. This grade still shows up on a transcript as a no credit for a course taken, however, it is not calculated in your grade point average for purposes of your HonCC grade average. Transfer institutions interpret the N grade in different ways so you should discuss the implications of an N grade with your counselor. I will only use N grades to those students who request specifically and make their case.