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 232

COURSE TITLE: Modern European History II (1815 - present)

ESTIMATED NUMBER OF SECTIONS: Fall 0  Spring 1

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.

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 the hallmarks are met:
**DH.1 uses the terminology of historical, philosophical, language or religious studies; History**

History 232 is a survey course addressing historical developments in European civilizations from 1815 to the present. 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 232 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.

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

History 232 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 and paradigm shifts such as the Industrial Revolution, impacts of World War I and World War II, colonization and decolonization eras etc.) They must communicate their understanding of significant political and cultural ideologies and philosophies, and trace how these ideas impacted different European societies, as well as trace the dominant global role played by some European societies; they must be able to compare and contrast experiences in different European societies. 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 232 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 232 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 232 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. Based on student work and apparent lack of awareness of current events, I have worked harder at linking class topics to present day developments in Europe through use of links to current events topics – enhancing their ability to trace historical roots of contemporary concerns as well as to compare and contrast early modern with 21st century European state relations. I have changed some primary source selections to address topics that have greater relevance today (e.g. Russian political trends, tension between nationalist differences and regional affiliations). 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 accessing this page are registered for WWW History 232 (Writing Intensive); Fall 2010. My name is Cynthia Smith and I am the instructor for this course. A few points about my background.

- I received my Bachelor of Arts degree with Honors from Williams College where I double majored in History and Political Science. So, to make clear from the outset, my particular passion is political history and there is a strong political emphasis in my coverage of the material. The textbook and the primary sources we refer to supplement this by addressing in more detail aspects of social and cultural developments in European societies, however, a central focus in our coverage of the material will be the dramatic, influential political developments dominating events and experiences in Modern European History.
- I received my Masters in History from the University of Hawaii and have been teaching in the community college system for over 20 years. I have been a full time instructor at Honolulu Community College for over 19 years.
- I am a mother, my son is now 22. For most of his upbringing, I was a single mother and am therefore very understanding of the difficulties 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 work with you to try to ensure you fulfill course requirements and succeed in this course.

I have been teaching on the web for over 11 years, and thoroughly enjoy distance teaching. In particular, I enjoy the opportunities to communicate with students and get a better understanding of their thoughts and responses via email work and online discussions. Over the years, I have redesigned and modified the course based on student feedback in order to improve its effectiveness. I appreciate any constructive input you have during the semester about the course.

Before you begin with the content of the course, there are a few observations that need to be made about the realities and demands of a virtual classroom, and about the importance and relevance of studying history. Please read carefully the information in the links below.

THE ONLINE CLASSROOM

TIME REQUIREMENTS

During this semester, we cover 16 Units, one Unit per week. You should expect to spend 4-5 hours minimum per week on the Unit work. This includes time reading the class lecture in the form of webtext 'Chapters', reading the textbook pages assigned, participating in class bulletin board discussions and doing the graded assignments. Recognize, the time spent reading all the information on the web in a distance course is the time you would spend reading a textbook as well as the time spent taking notes in the classroom in a traditional setting. So, while it seems like a lot of time reading, it comes out to approximately the same overall time spent doing the coursework. In addition to the weekly questions, there are additional assignments (e.g. map exercises, essays, internet research assignment) due throughout the semester; these are described in the 'course requirements' page. These require additional work time during the weeks they are due. In short, be ready to spend time on this course; in particular, you will be doing a lot of reading.

FORMAT

This course is based on topic study units. We cover one Unit per week, scheduled over 16 weeks. It is critical that you keep pace with the class and schedule; weekly written assignments and posted discussion comments are based on the readings and assignments for the Unit covered that week. This is not intended as a self-paced course. You need to submit work by the scheduled due dates, and participate in class discussions based on material covered each week. If you fall behind, your discussion comments are lost to the rest of the class. You lose points for late work.

STUDENT OBLIGATIONS

Taking a course over the web requires patience, an interest in learning more about technology, and personal discipline. You are responsible for keeping up with the class and maintaining consistent communication. I am always here to help you but the responsibility lies with you to seek the help you need and commit the time necessary for academic success. The rewards are many. First - you are pursuing important and relevant questions about the achievements and experiences of different civilizations and the lessons they teach us. In addition, you are honing your skills in communication, reading, writing, analysis, as well as increasing your comfort and expertise with the computer.

WRITING INTENSIVE

This is a Writing Intensive Course. There are a number of writing assignments assigned throughout the semester which require you to synthesize information and communicate your understanding of historical material through "formal" written analyses. As an
integral part of a writing intensive course, you need to draft and re-draft your written work, as well as learn and improve from instructor comments given in writing and through conferencing. This kind of focused attention given to your writing is the necessary basis for improving writing skills. Improving your writing abilities (such an invaluable tool for professional success) requires a marked degree of discipline; you must do your best NOT fall behind on the writing assignments in this course.

COMMUNICATION

Email: Communication between instructor and individual students occurs through email. I promise a quick turn-around time; I will return work to you usually within 2-3 days, rarely will it take more than 4 days.

Discussion Program: You will be engaging in discussions with your fellow classmates on the web using a bulletin board program linked through the Laulima class site. The discussion program is linked through the class Laulima site. I have posted up instructions on how to use this program at: Instructions on discussion program

Submission of Assignments: Submission of assignments occurs through email. I return graded material through email as well.

PACE OF THE CLASS

The work required for this class is done at your own pace during the week when it is convenient for you. You 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 study units by Monday of every week; discussion comments must be posted by each Wednesday. For all assignments, the deadlines mean the work is due *by the end of the day* (which can mean into the wee hours of the morning, as long as the work is there in my mailbox by the next morning when I open it up my mail.) The deadlines for all course work are indicated on the Class Schedule, linked to the Course Directory. The key is to not fall behind. Late assignments result in a loss of points.

GENERAL OBSERVATIONS

A web course differs from a traditional classroom in a number of respects. There is more responsibility 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 - through email or through the discussion program on Laulima. If you do not make the effort to communicate, you cannot benefit from interaction with the instructor and/or 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 I get to know many of you better than I would if you were sitting in my class. In my face-to-face courses, I usually get to know only some of the students because they are the ones who come to see me; other students are too shy, too busy or just unmotivated. However, with the ease and greater flexibility created by computer communication, all of you write me each week with your work and many of you will write to ask questions, give feedback or offer your additional insights. It is one of the reasons I so enjoy teaching online, because I have a sense that I know each student's work, understanding and viewpoints much better.

In terms of class discussions, the bulletin board format provides the opportunity for intriguing class discussions 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! Thus more ideas are expressed and more opinions shared, another benefit of online learning and teaching. I look forward to getting to know all of you through email and by reading your comments in class discussion.

STUDYING HISTORY

When I begin a History 151 or 152 class (general survey of World History), I invariably find some students have very negative attitudes and preconceptions about history. They feel (or even fear) 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 promptly forget it the next week.) This, of course, is not what the field of History is about. One of the primary objectives in the World Civilizations classes is to demonstrate the reality about the study of history - that it is about "understanding and analysis", not rote memorization.

Since History 232 is an elective class, hopefully some or even many of you are taking this class because you do have an interest in history; perhaps in other classes you were exposed to the excitement of historical investigation. However, even though we start off as a generally more engaged and interested group, I want to reiterate what I tell students in World Civilizations classes, to make clear why history is an eminently fascinating and very relevant field of study.

To put it simply – meaningful, relevant historical study is NOT memorizing when things happened, where events occurred, the names of the people involved etc. History is not an intellectual discipline dedicated to the absorption and repetition of a series of
facts. Rather, historical study is the much more critical and intriguing focus on recounting past historical experiences and trying to understand WHY things happened... and SO WHAT? Historians investigate things like the significance of a newly created ideology, the fall of an empire, the start of a war, a change in class relationships — analyzing these 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 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 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. Rather, 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 as an opportunity to investigate 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 simply fascinating. History, at its core, is 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 intrigue and engage us as we try to connect to the lives and experiences of other human beings.

**COURSE OBJECTIVES:**

There are three primary objectives for this course:

* The first is to provide an overview of European history by tracing the development of ideas, structures, traditions and influences associated with the definition of "Modern" European culture and societies. This class traces the evolution of modern institutions in Europe, in particular the political, economic, and social systems providing the framework and structure of peoples' lives.

Beginning with the cataclysmic French Revolution and the parallel and massive upheaval in lives created by the Industrial Revolution, the course looks at the influential consequences of both, tracing evolutionary and revolutionary changes in social, political and economic relations, all of which led to the creation of modern states and sprawling empires in the 19th century. Then, we enter the turbulent 20th century, a crucial period during which the role and character of European societies were dramatically and irrevocably transformed by the combined effects of World War I, the grim Interwar years, the tragedies of World War II, and the complex calculations of the Cold War. The class ends with observations about the challenges and opportunities faced by post Cold War European societies.

Throughout the course, formative events and controversial issues are emphasized, particularly those connected to current issues faced by Europeans and global citizens. Identifying and discussing links between events and decisions made in Europe, and their impact on peoples across the world (from the 18th century to today) is a primary focus of the course.

* The second course objective is to more fully use writing as a tool to understand history and its relevance. The field of history relies almost entirely on interpretation. By analyzing and writing about the material, students move beyond simply learning what other historians think and are able to actively, directly participate in the craft of history. History at its best is a dynamic, interactive discipline; writing is the most effective and empowering way to become engaged with the material and through which to present your voice, your interpretations, your contributions to the goal of understanding and applying historical insights.

* The final objective is the specific improvement of individual writing ability. Since this is a writing intensive course, the emphasis is on students working directly with primary historical documents and secondary source analyses, demonstrating understanding and effectively communicating 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. In fact, building your writing skills and refining your communication talents in writing is critical for any form of career success, as well as for full realization of one's potential as an informed and participating global citizen. In some respects, because of the Internet revolution, your ability to succinctly, effectively and persuasively convey ideas and present yourself to others in writing is even more important now than in the past.

**SPECIFIC LEARNING OUTCOMES** After completion of History 232, a student will better be able to:
COURSE ASSIGNMENTS AND GRADING SCALE

READING

This course is divided into study units. When the semester begins, I create an active link in the class Laulima page to a 'Class Units Page' which will take you to the first posted Unit. Each week, I post up active links on that 'Class Units Page' to the Unit for that week. Each Unit Page indicates the following information for the Units assigned that week:

- textbook reading assigned – indicated as page numbers
- links to the webtext class notes – indicated as 'Chapters' (these are my written lectures)
- the assigned work for that week

After you have read all of the information on the Unit Page, you begin the Unit reading for that week. For each Unit, there are two main sources of written material to read:

Assigned text reading

Each week's Unit Page will indicate the required pages of reading from the class textbook. The textbook required for this class is *Civilization in the West, Volume C* (since 1789); Mark Kishlansky, 7th edition, 2008. If you need assistance in ordering this text - please go to the HonCC Bookstore website.

Web Chapters

The other required source of information in this class is the webtext; these are web lectures that I have written. For each Unit, there are links to four or five "Chapters" containing information I deliver as a written lecture. My web lecture "Chapters" are linked to each Unit page. The webtext includes embedded links to related pictures, maps, or documents; these links are to supplement your reading, they are not required reading but are there for you to link to if you wish to further enhance your understanding.

The webtext is a critical component of this course; these written lectures are the equivalent to lectures I give in face-to-face classes; they emphasize the key themes, ideas, and consequences you will be responsible for understanding. Reading the web text and the assigned readings from the textbook will provide you a fairly comprehensive overview of the societies and themes we address in this class.

Additional Readings

In addition to these two weekly reading sources, additional readings will be assigned during the course of the semester. These supplemental readings are the bases for the formal essays assigned throughout the semester. You are asked to read brief "primary sources" (writings directly from past time periods). I provide links to primary source material on the web and ask questions prompting your analysis of these sources.

WEEKLY HOMEWORK ASSIGNMENTS

On each weekly Unit Page, there are two (2) questions you are required to answer via email. The purpose of these questions is to ensure you are doing the reading, to focus your attention on key definitions or causal relationships, and give you practice in composing effective written summaries of key issues addressed. 8 points each week. 128 points total.

CLASS DISCUSSIONS
For each Unit, you are required to engage in the class discussion forum, responding to questions dealing with the issues raised by the readings. Each week there are two discussion questions listed on each Unit Page. To answer these questions, you log onto Laulima, click on the link for this class, 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 these class discussion forums. More than two comments is certainly encouraged. Some of you will find that you have a lot of input to give which is great.

To be clear - I do not evaluate or grade the substance of your comments. I give you points for your participation. If you do 100% of the discussion requirements (2 posts for each Unit), then you would get 100% of the 20 points possible in the course. (The grade for this course requirement is not posted until the end of the semester when all Unit discussions are done, however, I will provide on Gradebook my records of your participation during the course.)

This is intended to be a forum for your thoughts and observations, and for you to interact with one another, without the burden of being graded or evaluated on your ideas, however, I want to see thoughtful comments, not brief, cursory 'me too' statements. So, to repeat, you receive the points for actively participating.

20 points for 100% participation

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 (2) map assignments given out during the semester. These map exercises will be based on maps available online. I provide you with links and questions based on the maps linked to, you answer these questions 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 2 required written assignments asking you to analyze important primary sources related to the material and topics we cover. These assignments are based on primary source materials 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

ESSAY 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; 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.

Required Outline: 15 points;
Required Bibliography: 10 points;
Required First Draft: 25 points;
Final Draft: 80 points

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., Kapilani 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>Weekly Questions:</th>
<th>128 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Participation:</td>
<td>20 points</td>
</tr>
<tr>
<td>Maps:</td>
<td>20 points</td>
</tr>
<tr>
<td>Primary Sources:</td>
<td>100 points</td>
</tr>
<tr>
<td>Essay # 1:</td>
<td>60 points</td>
</tr>
<tr>
<td>Essay # 2 (Research Paper):</td>
<td>130 points total (in stages)</td>
</tr>
<tr>
<td>Exams:</td>
<td>100 points</td>
</tr>
<tr>
<td>Total points possible:</td>
<td>558 points</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 will be 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 (Class Code 20608)

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, as well as the Class Units page once the semester is underway.
- Discussion bulletin board (see below.)
- Gradebook - I input grades in the 'Gradebook' feature so that you can check your progress (and of course catch any input errors.) This information is only visible to each student based on their 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 when 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 (smithcm@hawaii.edu). Late submissions result in the loss of points. I return graded assignments to you via email. The turnaround time for grading work will be no more than one week. Usually, I will have responded to your work within two - four days of submission.

Your grades will be 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 call me or 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 it 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 inquires 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.

CLASS POLICIES Smith / FALL 2010

LATE ASSIGNMENTS

You can always turn in an assignment late to receive partial credit, however you lose points for lateness. The later the work is, the more points lost. It is always better to get work in then 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 via email. I 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 exact wording, 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 get a 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 interpretations and your understanding of terms and ideas - 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 written lectures, you must put that understanding into your words, otherwise that is plagiarism. You don't learn anything; you certainly don't exercise your brain or your communication skills by cutting and pasting other people's work. Honing your ability to read, analyze and write out your understanding is one of the reasons you are taking this course so you are wasting your time, and mine, if you cut and paste.

I continue to have problems with students cutting and pasting information from the web – from Wikipedia, other summary information sites, even from my webtext! Be clear on this – to cut and paste the phrases, or an entire sentence or paragraph and just changing a few words – is still plagiarism, it is still dishonest. And it will result in 0 points given for that work.

Please read over useful definition posted for students of Claremont University – it describes what constitutes plagiarism (go to description). Now is the time in your College career to become aware (if you are not already) of the meaning of this term, and the ways to avoid being accused of and/or punished for plagiarism.

I do not like having to be punitive, but I also have absolutely no patience with cheating. So, I will give you a 0 for any work that is not your own words, reflecting your understanding and thinking. Chronic, ongoing cheating in this manner will result in you failing the class. Bottom line - DON'T CHEAT.

"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. If the work is never completed, the student receives the grade earned up to that point.

"N" Grade

In situations where major disruptions or obstacles occur which prevent the student from completing the class and where a substantial amount of work is still owed, or where student performance has suffered due to extreme unavoidable circumstances, I will give the student an "N" grade instead of an F. This grade still shows up on a transcript as "no credit" for a course taken; it is not calculated in your grade point average for purposes of your HonCC grade average. However, you should be aware that if and when you transfer to another College or University, transfer institutions interpret the N grade in different ways (most *do* calculate it as an F grade) so you should discuss the implications of an N grade with your counselor. I only give N grades to those students who request this specifically and make their case.
CONTACTING THE INSTRUCTOR
There are a number of ways you can contact me:

❖ Email: smithcyn@hawaii.edu
❖ Phone: 647 - 9063
❖ Office: Building 7; Room 615

Office Hours: Monday – Thursday: 10:00 – 11:00; Fridays (or other hours) by appt.

❖ Snail Mail: Honolulu Community College, 874 Dillingham Blvd, Hono, HI 96817

SCHEDULE - FALL 2010 HISTORY 232 - Modern Europe

TOPICS AND ASSIGNMENTS

August 23 – August 30

UNIT ONE
Introduction: The French Revolution and its Aftermath

August 30 - September 6

UNIT TWO
Age of Isms

September 6 – September 13

UNIT THREE
The Industrial Revolution

Essay #1 Assigned
Primary Source #1 Assigned

September 13 – September 20

UNIT FOUR
Reform, Revolution and Reaction

Map Exercise #1 Assigned
Primary Source #1 Due (Sept. 20)

September 20 – September 27

UNIT FIVE
Britain and France in the 19th / early 20th Centuries

Essay #1 Due (Sept. 27)
Primary Source #2 Assigned

September 27 – October 4

UNIT SIX
Italy, Germany and Austria in the 19th/early 20th Centuries

Map Exercise #1 Due

October 4 – October 11

UNIT SEVEN
Russia and the Ottoman Empire in the 19th/early 20th Centuries

Primary Source #2 Due
Research Paper Topics Assigned
October 11 - October 18
UNIT EIGHT
New Imperialism and European Diplomatic Relations
Rewrite for Essay # 1 Due

October 18 - October 25
UNIT NINE
World War I
Primary Source # 3 Assigned
MIDTERM TO BE TAKEN BETWEEN October 18 - October 27

October 25 - November 1
UNIT TEN
Post WWI World - Aftermath of Disaster
Map # 2 Assigned

November 1 - November 8
UNIT ELEVEN
Post WWI World (continued)
Outline and Bibliography for Research Paper Due
Primary Source # 3 Due

November 8 - November 15
UNIT TWELVE
Totalitarian Regimes
Map # 2 Due
Primary Source # 4 Assigned

November 15 - November 22
UNIT THIRTEEN
World War II
Rough Draft of Research Paper Due

November 22 - November 27
UNIT FOURTEEN
Europe and the Cold War
Primary Source # 4 Due

November 27 - December 2
UNIT FIFTEEN
Decolonization
Research Paper - Final Draft Due

December 2 - December 9
UNIT SIXTEEN
Post-Cold War European Issues and Opportunities
FINAL EXAM TO BE TAKEN BETWEEN December 8 - 16