

General Education Course Submission Form

Use this form to add, change, or revise a General Education course.

The respondent's email address (jonathan.foster@gbcnv.edu) was recorded on submission of this form.

Name *

Jonathan Foster

Phone number: *

753-2128

Course prefix, number, and name: *

HIST 208 World History I and HIST 209 World History II

Which of the following General Education Outcomes does this class meet? *

- Communications and Expression: Written Communications
 - Communications and Expression: Oral Communications
 - Communications and Expression: Evidence-Based Communications
 - Communications and Expression: Fine Arts
 - Logical and Scientific Reasoning: Mathematical Reasoning
 - Logical and Scientific Reasoning: Scientific Reasoning
 - Logical and Scientific Reasoning: Scientific Data Interpretation and Generation
 - Human Societies and Experience: Structures of Societies
 - Human Societies and Experience: American Constitutions and Institutions
 - Human Societies and Experience: Humanities
 - Technological Proficiency
 - Other: _____
-
-

Communications and Expression: Written Communications

Provide written substantiation of how this class meets each of the following objectives.

Utilize written genres appropriate to task

Choose ▼

Express ideas clearly and compellingly in text

Effectively identify and address various audiences and contexts

Communications and Expression: Oral Communications

Provide written substantiation of how this class meets each of the following objectives.

Organize oral presentations appropriate to context and audience

Deliver compelling and clear oral communications

Demonstrate an understanding of interpersonal communications in a variety of contexts

Communications and Expression: Evidence-Based Communications

Provide written substantiation of how this class meets each of the following objectives.

Correctly interpret and analyze source materials and readings

Determine source appropriateness/credibility according to context

Effectively incorporate and cite sourced material in communications

Communications and Expression: Fine Arts

Provide written substantiation of how this class meets each of the following objectives.

Demonstrate proficiency in the understanding of basic fine arts concepts and language

Demonstrate the effective use and application of artistic tools and processes

Demonstrate the ability to engage in the creative process as it applies to the subject

Logical and Scientific Reasoning: Mathematical Reasoning

Provide written substantiation of how this class meets each of the following objectives.

Demonstrate knowledge of mathematical notation and concepts

Apply mathematical concepts and operations in proper written or graphical format

Apply relevant mathematical skills in solving real world problems

Logical and Scientific Reasoning: Scientific Reasoning

Provide written substantiation of how this class meets each of the following objectives.

Demonstrate an understanding of the scientific methodologies used in various disciplines

Effectively interpret and apply scientific principles and concepts

Apply scientific reasoning to the evaluation, analysis or interpretation of models and theories developed in the sciences

Logical and Scientific Reasoning: Scientific Data Interpretation and Generation

Provide written substantiation of how this class meets each of the following objectives.

Effectively apply mathematical principles and quantitative methods to collect and analyze scientific data

Utilize the scientific method to arrive at informed conclusions

Human Societies and Experience: Structure of Society

Provide written substantiation of how this class meets each of the following objectives.

Demonstrate understanding of the processes that influence human behavior and structure of society

Demonstrate understanding of the processes that influence social stratification and/or inequality

Demonstrate understanding of the methodologies used to study human social systems

Human Societies and Experience: American Constitutions and Institutions

Provide written substantiation of how this class meets each of the following objectives.

Demonstrate an understanding of American constitutions and institutions and their development

Demonstrate understanding of processes of social stratification and inequality in American society

Demonstrate knowledge of the methods used to study American society

Human Societies and Experience: Humanities

Provide written substantiation of how this class meets each of the following objectives.

Demonstrate an understanding of the consequences of human actions in social and environmental contexts, and an ability to consider the ethical and practical implications of those actions

Demonstrate an ability to recognize the importance of creative human expression

Demonstrate an ability to recognize and respect the rights of the individual and to appreciate the complexity and variety of divergent attitudes, values and beliefs in society

Demonstrate an understanding of the cultural and historical heritage of contemporary society and the implications of this heritage *

Technological Proficiency

Provide written substantiation of how this class meets each of the following objectives.

Analyze a problem and identify and define the technology requirements appropriate to its solution:

Describe professional, ethical, legal, security and social issues and responsibilities for technology users

Develop skills to continuously learn fundamentals of existing and new technology:

Notifications and Notes

Which departments and Deans have you notified?

Social Science Department and I have discussed it with the registrar. We do not currently have a dean.

Signatures?

None yet. I'm not sure which signatures might be required at this stage.

Additional Notes

Please see separate emailed page for justifications. The form would not allow me access to the justification page for the Humanities objectives.

This form was created inside of Great Basin College.

Google Forms

10. Humanities

A. Demonstrate an understanding of the consequences of human actions in social and environmental contexts and an ability to consider ethical and practical implications of those actions.

Among other topics, the courses' (HIST 208 World History I and HIST 209 World History II) coverage of technological innovation, disease, agricultural development, industrialization, urbanization, economic systems, political systems, and warfare will provide ample opportunities to develop students' understanding of the consequences of human actions in social and environmental contexts and to consider the ethical and practical implications of such actions. Considering cause and consequences in the context of human society over time is at the core of historical study.

B. Demonstrate an ability to recognize the importance of creative human expression.

Again, this is central to historical inquiry. Both HIST 208 and 209 will examine historical creative expression in the arts, sciences, political arena, and built environment among other areas. The significance of such creative endeavor will be made obvious through association with changing historical contexts including events, themes, eras, and societies.

C. Demonstrate an ability to recognize and respect the rights of the individual and to appreciate the complexity and variety of divergent attitudes, values, and beliefs in society.

A central component of both HIST 208 and 209 is its broad coverage of diverse societies over time. These courses go beyond the traditional Eurocentric history presented in Western Civilization (HIST 105 and 106) to examine the diverse human experience in Asia, Africa, Oceania, Europe, and the Americas. This includes examinations of various religious, political, and economic systems. Further, concepts of human rights and the development of those concepts will be covered in both courses.

D. Demonstrate an understanding of the cultural and historical heritage of contemporary society and the implications of this heritage.

Both HIST 208 and 209 will provide the foundational knowledge for better understanding contemporary society. One of the key reasons for the academic study of history is to provide a clearer understanding of the present. Hopefully this helps us make sense of a seemingly chaotic world and reach more informed decisions. Understanding the major events, themes, and characteristics of the world over time will help students better understand why things are the way they are. These courses provide that background information to a broader extent than the current Western Civilization courses.



**History 208-1001
World History I
Fall Term, 2019
3 Credits**

Instructor Information

Instructor: Jonathan Foster, Ph.D.

Office: DCIT 127

Phone: (775) 753-2128

Email: Please use the WebCampus Inbox to send messages to your instructor.

Office Hours: Tuesday 9:00 a.m. to 11:00 a.m., Wednesday 11:00 a.m. to 1:00 p.m., and Thursday 4:00 p.m. to 5:00 p.m. or by appointment

Class Schedule & Location: Fall term, Tuesday and Thursday, 2:30 - 3:45 p.m., HTC 123

Course Catalog Description

Survey of world civilizations to 1600. Examines societies and cultures of Africa, the Americas, Asia, Europe, the Middle East and Oceania.

Required Textbook & Materials

Sivers, Peter Von, Charles A. Desonyers, and George B. Stow. *Patterns of World History, Volume I: To 1600 with Sources*. Third Edition. New York: Oxford University Press, 2017. ISBN: 978-0190693602

*Additional required readings are posted on WebCampus.

Method of Instruction

This is an on-campus and interactive video, lecture-based survey course. Students will also gain information from assigned readings, class discussion, and additional research. Mastery of course content will be assessed via exams, quizzes, online discussions and writing assignments. As this is not a self-paced course, students must follow the course schedule and meet listed deadlines.

Technology Requirements

Although this is an on-campus course, students should have dependable access to a computer and an internet connection capable of running the WebCampus learning platform. WebCampus will be used for announcements, contact with students, and to access primary source readings, handouts, and grades. Students will be required to open .docx, and .pdf files. Students might also be required to upload .doc, .docx, .pdf, or .rtf files. It is the student's responsibility to meet all technology requirements of the course. Students experiencing problems with technology should contact the GBC Helpdesk (775.753.2167).

It is always recommended to use the most up-to-date versions and better connections. WebCampus will still run with the minimum specifications, but you may experience slower loading times. Learn more about [browser requirements](#).

Setting up Profile & Notifications

One of the most important things you can do to improve communication in the course between you, the instructor and other students in the course is setting up your Profile and Notifications. Do this by clicking on Account: Settings and Navigation.

Preparation, Participation & Attendance

Preparation for class means reading the assigned readings and reviewing all information required for each week class. *Attendance* means being present for scheduled class meetings. Participation means taking part in discussion, listening and actively taking notes during lectures, taking part in discussions, and answering questions.

Learning Outcomes

History 208 is designated by GBC as a General Education Course. It falls under the Humanities and A.A. Social Science Foundations objectives. Subsequently, it is designed to meet the following General Education Objectives:

Humanities General Education Objectives

- Demonstrate an understanding of the consequences of human actions in social and environmental contexts and an ability to consider the ethical and practical implications of those actions
- Demonstrate an ability to recognize the importance of creative human expression
- Demonstrate an ability to recognize and respect the rights of the individual and to appreciate the complexity and variety of divergent attitudes, values and beliefs in society.
- Demonstrate an understanding of the cultural and historical heritage of contemporary society and the implications of this heritage

For a complete listing of General Education Objectives and courses, please see pages 79-84 the current GBC Catalog.

General education outcomes and measurement tools are identified below:

General Education Learning Outcomes and Measures

Learning Outcome	Measure
Demonstrate an understanding of the consequences of human actions in social and environmental contexts and an ability to consider the ethical and practical implications of those actions	in-class discussions (selected discussion topics)
Demonstrate an ability to recognize and respect the rights of the individual and to appreciate the complexity and variety of divergent attitudes, values and beliefs in society.	in-class discussions (selected discussion topics)
Demonstrate an ability to recognize the importance of creative human expression.	in-class discussions (selected discussion topics)
Demonstrate an understanding of the cultural and historical heritage of contemporary society and the implications of this heritage	in-class discussions (selected discussion topics)

Course Specific Outcomes

Upon completion of History 208 students should be able to:

- Demonstrate knowledge of the chronological sequence of significant world events to 1600
- Recognize major events, themes, and issues of world history to 1600
- Express well-reasoned ideas and arguments based on historical evidence clearly and logically in written format

Course-level learner outcomes and measurement tools are identified below:

Course Learning Outcomes and Measures

Learning Outcome	Measure
Demonstrate knowledge of the chronological sequence of world events to 1600	exams (selected questions)
Recognize major events, themes, and issues of world history to 1600	exams (selected questions)
Express well-reasoned ideas and arguments based on historical evidence clearly and logically in written format	term paper

Course Requirements

Students are expected to complete all required readings, attend lectures, and submit all assignments by their posted deadlines. Assignments for this course include four in-class discussions, five reading and lecture quizzes, one term paper, and three exams.

Reading and Lecture Quizzes: Students will be required to take five brief in-class quizzes on the dates listed in the syllabus. These quizzes will be timed and will consist of multiple choice questions based on all assigned readings and lectures since the previous quiz.

In-Class Discussions: Students will be required to participate in five in-class discussions. Four discussions will be based on assigned course readings (textbook and discussion readings posted on WebCampus). One will be based on a film shown in class.

Term Paper: Students will write a term paper that compares some aspect of two pre-1600 world civilizations or societies based on assigned course material and additional research. Please see Term Paper Instructions handout for additional information.

Exams: Students will complete three in-class exams. All exams will include multiple choice, chronology, and fill-in-the-blank questions. The final exam will also include an essay question. All exams are closed note and timed. Exam dates are listed in the Course Schedule section of this syllabus.

Assignment Values

Course Assignments	Points	Percent of Overall Grade
Exams (2)	100 (50 points each)	25 percent
Final Exam	100	25 percent
R&L Quizzes (5)	25 (5 points each)	6.25 percent
Discussions (5)	50 (5 pts. each)	12.5 percent
Term Paper	125	31.25 percent

Grading

Grading will be based on percentage earned of a total of 400 points. Assigned grades will be based upon standard percentages. Percentages with decimals of .5 or greater will be rounded to next whole number. Percentages with decimals of .4 or less will not be rounded to next whole number:

Grading Standards

Grade	Range
A	94-100%
A-	90-93%
B+	87-89%
B	84-86%
B-	80-83%
C+	77-79%
C	74-76%

Grading Standards

Grade	Range
C-	70-73%
D+	67-69%
D	64-66%
D-	60-63%
F	59% and below

There will be no negotiation of grades or retakes of assignments.

Course Schedule (subject to revision as necessary)

Week 1

Required reading: *Patterns of World History* chapter 1, all course handouts, begin Online Discussion 1 readings

Aug. 27: Introduction and Course Overview

Aug. 29: Origins of Humanity

Graded Assignment

None

Week 2

Required Reading: *Patterns of World History* chapter 2, complete Discussion 1 readings.

Sept.3: Early Agriculture and Urban Centers

Sept. 5: Early Agriculture and Urban Centers cont. and Discussion 1

Graded Assignment

Discussion 1

Week 3

Required Reading: *Patterns of World History* chapter 3-4; begin discussion 2 readings

Sept. 10: Agrarian Centers in India

Sept. 12: Agrarian Centers in China, Reading and Lecture Quiz 1

Graded Assignment

Reading and Lecture Quiz 1

Week 4

Required Reading: *Patterns of World History* chapter 5; complete discussion 2 readings

Sept. 17: The Americas and Oceania, 30,000-600 BCE

Sept. 19: The Americas and Oceania, 30,000-600 BCE, continued; Discussion 2; exam review

Graded Assignment

Discussion 2

Week 5

Required Reading: *Patterns of World History* chapter 6.

Sept. 24: Exam 1

Sept. 26: Early States of Africa and the Americas, 600 BCE-600 CE

Graded Assignment

Exam 1

Week 6

Required Reading: *Patterns of World History* chapter 7; begin discussion 3 readings

Oct. 1: Persia Greece and Rome, 550 BCE – 600 CE

Oct. 3: Persia Greece and Rome, 550 BCE – 600 CE, continued

Graded Assignment

None

Week 7

Required Reading: *Patterns of World History* chapter 8 -9; continue discussion 3 readings

Oct. 8: India, 600 BCE – 600CE

Oct. 10: China, 722 BCE – 618 CE, reading and lecture quiz 2

Graded Assignment

Reading and Lecture quiz 2

Week 8

Required Reading: *Patterns of World History* chapter 10-11; Complete discussion 3 readings

Oct. 15: Islamic Civilizations and Byzantium, 600-1300 CE

Oct. 17: The Western Christian World, 600-1450 CE

Graded Assignments

Discussion 3

Week 9

Required Reading: begin discussion 4 readings

Oct. 22: Discussion 3 and exam review

Oct. 24: Exam 2

Graded Assignments

Exam 2

Week 10

IMPORTANT DATE: Official course drop deadline is Oct. 31, 2019. After this date, a grade of “W” will not be assigned.

Required Reading: *Patterns of World History* chapter 12-13; continue discussion 4 readings

Oct. 29: China, India, and Asia, 600-1600 CE

Oct. 31: Korea, Japan, and Vietnam, 550-1500 CE

Graded Assignments

None

Week 11

Required Reading: *Patterns of World History* chapter 14-15; complete discussion 4 readings

Nov. 5: Africa, 600-1450 CE

Nov. 7: Empires in the Americas, 600-1550 CE, Discussion 4

Graded Assignment

Discussion 4

Week 12

Required Reading: Complete discussion 4 readings, review material for exams

Nov. 12: Empires in the Americas, 600-1550 CE continued; Reading and Lecture Quiz 4

Nov. 14: Film

Graded Assignments

Reading and Lecture Quiz 4

Week 13

Required Reading: *Patterns of World History* chapter 16

Nov. 19: Film, continued and film discussion

Nov. 21: Western European Expansion

Graded Assignments

None

Week 14

Required Reading: *Patterns of World History* chapter 17

Nov. 26: The Renaissance

Nov. 28: No class (Thanksgiving)

Graded Assignments

None

Week 15

IMPORTANT DATE: Instruction ends on May 11

Required Reading: review course readings for exam and work on term paper

Dec. 10: The Renaissance continued; Reading and Lecture Quiz 5.

Dec. 12: Exam Review; Term Papers

Graded Assignments

1. Reading and Lecture Quiz
2. Term Paper

Week 16

May 14: Final Exam

Bibliography of Study & Writing Guides

Students might find any of the following works useful in this and other history courses:

Benjamin, Jules R. *A Student's Guide to History*. 12th Ed. Boston: Bedford/St. Martins, 2013.

Bullock, Richard, Michael Brody, and Francine Weinberg. *The Little Seagull Handbook*. 2nd Ed. New York: W.W. Norton, 2014.

Strunk, William and E.B. White. *The Elements of Style*. 4th Ed. Boston: Allyn and Bacon, 2000.

Storey, William Kelleher. *Writing History: A Guide for Students*. 4th Ed. New York: Oxford University Press, 2012.

Rampolla, Mary Lynn. *A Pocket Guide to Writing in History*. 7th Ed. Boston: Bedford/St. Martins, 2012.

The following websites might also be of use:

Purdue Owl Online Writing Lab. <https://owl.english.purdue.edu/owl/> (Links to an external site.)[Links to an external site.](#)

The University of North Carolina at Chapel Hill, "The Writing Center." <https://writingcenter.unc.edu/handouts/> (Links to an external site.)[Links to an external site.](#)

Class Policies & Statements

Course Recording and Reproduction Statement

No portion of the course may be recorded or reproduced in any manner without the instructor's written permission.

Campus Security Statement

GBC is committed to the safety of our students and has a duty to promote awareness and prevention programs for violence on campus under the Jeanne Clery Act as well as the Campus SaVE (Sexual Violence Elimination Act) and VAWA (Violence Against Women Act), which are amendments to Clery. Acts of violence include, but are not limited to, sexual assault, domestic violence, dating violence, and stalking. Acts of violence can occur on the physical campus or centers of GBC in addition to field placement sites, clinical practice settings, and other places where college or class activities occur. As well, the online environment at GBC is considered a GBC site. If you experience any incidence where your safety has been threatened or violated, or if you feel threatened or harassed, immediately report this to me, any center director, faculty, or staff member, or directly to the Director of Environmental Health, Safety & Security ([775.753.2115](tel:775.753.2115)) or the Vice President for Student Services ([775.753.2282](tel:775.753.2282)).

Accommodations for Students with Disabilities

Great Basin College is committed to providing equal educational opportunities to qualified students with disabilities in accordance with state and federal laws and regulations, including the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. A qualified student must furnish current verification of disability. The Disability Services Office, located in Leonard Student Life Center, will assist qualified students with disabilities in securing the appropriate and reasonable accommodations, auxiliary aids, and services. For more information or further

assistance, please call 775.753.2271. A link to the Disability Services Office is provided on the course's homepage.

Email Response

Although I check emails frequently, I am not online constantly. Therefore, you should not expect instantaneous responses to all questions at all hours. I will try to respond to all emails within 24 hours, Monday through Friday. If, by chance, you do not receive a reply within 24 hours, please resend your email. Typically, I do not respond to emails before 9 a.m., after 5 p.m., on weekends, or on holidays.

Missed and Late Assignments

All assignment deadlines and due dates are listed in the "Class Schedule" section of the syllabus. It is the student's responsibility to compete and submit all assignments by the deadlines listed. Late assignments will receive a grade of zero unless an extension has been granted by your instructor prior to the posted deadline. Extensions cannot be granted for in-class discussions. Papers may be submitted late without an extension, but will receive a deduction of 25 points per day late.

Excessive requests for deadline extensions and repeated failure to submit assignments by posted deadlines will be deemed a student conduct issue. As such, the student's conduct will be reported to the office of the Vice President of Student Services and Academic Affairs. If such conduct persists, the student may be removed from the class.

Grading Policy

Scores on exams, quizzes, and discussions will be made available to students within one week following the assignment's deadline. For discussions, the deadline for the second post will be used for this calculation. Papers may take a bit longer than one week, but will be graded and returned as quickly as possible. Students will be informed of any exception to this policy via a WebCampus announcement.

Scores on assignments and overall grades are final once posted. If you believe a mistake has been made in the calculation of your grade, please inform me of the suspected error. If I determine that a mistake has been made, it will be corrected. However, do not contact me pleading, negotiating, or otherwise requesting a better grade, to redo assignments, or to make up unexcused missed assignments. Such requests will not be granted, and there will be no negotiation of grades.

Course Drop Deadline

The course drop deadline is April 4, 2019. After this date, the grade of "W" will not be assigned. You will receive the grade earned for the course.

Academic Honesty

Academic honesty is the cornerstone of quality higher education. Academic dishonesty will not be tolerated in this class. All assignments submitted (including discussion posts) must be the student's original work produced for this class. In accordance with the

Great Basin College Department of Social Sciences' policy, **all instances of plagiarism, whether intentional or unintentional, will be reported to appropriate college authorities. All assignments containing plagiarized material will receive a score of 0.** Any form of cheating or dishonest activity on any assignment will result in a grade of 0 for the assignment and the activity will be reported to proper college authorities. Additional disciplinary action will be pursued for all acts of academic dishonesty relative to the specifics of the case. Such disciplinary actions could include failure of the course, removal from the course, and suspension or expulsion from the college. For additional information, please refer to the *GBC **Student Conduct Policy*** at /rights responsibilities/conduct.html, and the plagiarism handouts, and the Department of Social Sciences policy on plagiarism posted in the "Course Introduction and Overview Module."

Exam Policy

All exams will be completed in class at the normal class meeting time and location. Make-ups will not be allowed for missed exams unless the absence had been excused by the instructor prior to the exam's scheduled date. In the case of excused absences, it is the student's responsibility to contact the instructor prior to the exam's scheduled date and make alternative arrangements to complete the exam. Any act of academic dishonesty will result in a score of 0 on the exam, and will be reported to appropriate college officials. Exams will be given on the dates listed in the course schedule. Exams are timed (75 minutes). Students are required to be on time for exams and bring paper and writing instruments. Students who arrive after a student has submitted an exam will not be allowed to take the exam.

Civility Statement

Civility in any classroom live or digital and "respect for the opinions of others is very important in an academic environment". Students are expected to assist in maintaining a course environment that is conducive to learning. This includes appropriate verbiage and tone in the discussion environment. "It is likely you may not agree with everything which is said or discussed in the classroom. Courteous behavior and responses are expected. Classroom discussion should be civilized and respectful to everyone and relevant to the topic we are discussing. Classroom discussion is meant to allow us to hear a variety of viewpoints. This can only happen if we respect each other and our differences."

"To create and preserve a classroom atmosphere that optimizes teaching and learning, all participants share a responsibility in creating a civil and non-disruptive forum." Students are required, "to conduct themselves at all times in this classroom in a manner that does not disrupt teaching or learning." Any discussion from class that continues on any listserv, WebCampus or class discussion site should adhere to these same rules and expectations. "When speaking, use courteous, respectful language and keep comments and questions relevant to the topic at hand."

(Quoted sections from Florida State University, Academic & Professional Program Services)

College Expectations for Dual Enrollment Students

High school students are expected to conduct themselves professionally, maturely, and in a fashion consistent with college expectations. This course is designed for college students and is transferable to any university or 4-year college. It is not a special course designed for high school students. The course schedule is based on the GBC calendar. Communications about course matters should be made between the student and the instructor. Students should not expect special considerations based on high school status including “re-dos” of quizzes or other work, or late submissions due to high school schedules or activities. In this class, you are a college student.

INSTITUTIONAL POLICIES & PROCEDURES

Student Conduct

Students are required to adhere to the behavior standards listed in [GBC Student Conduct \(Links to an external site.\)](#) and [Netiquette Guidelines](#). Students are entitled to receive instruction free from interference by other members of the class. If a student is disruptive, an instructor may ask the student to stop the disruptive behavior and warn the student that such disruptive behavior can result in withdrawal from the course. An instructor may withdraw a student from a course when the student's behavior disrupts the educational process under Great Basin College Policy. In accordance with the Nevada System of Higher Education (NSHE) CODE, Title 2, Chapter 10, Sections 10.2.1, and 10.2.2.

Appropriate classroom behavior is defined by the instructor. Great Basin College policy states: "Messages, attitudes, or any other form of communication deemed outside the bounds of common decency/civility as judged by common standards of classroom behavior (determined as they would in a regular classroom by the instructor) will not be tolerated. This includes the number and length of individual messages online. Course discussion messages should remain focused on the assigned discussion topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board messages may be deleted if an instructor feels it is necessary. Students will be notified privately that their posting was inappropriate.

Student access to the course InBox and Discussion tools may be limited or removed if an instructor feels that students are sending inappropriate or disparaging remarks about the course in electronic messages to other students in the course....

Academic Integrity & Dishonesty

GBC expects and requires all its students to act with honesty and integrity, and respect the rights of others in carrying out all academic assignments. For more information here is the policy on [academic integrity, including the policy and appeal procedures](#) and read the *Student Conduct Statement* below.

Great Basin College considers academic honesty one of its highest values. A student who obtains academic credit for work that is not the product of his or her own effort is being dishonest and undermining the academic integrity of the college. Students are

expected to be the sole authors of their work. Use of another's ideas must be accompanied by specific citation and reference. In addition, a learner may not submit the same work for credit in more than one course. The disciplinary consequences of plagiarism and other forms of academic dishonesty include non-acceptance of work submitted, a failing grade in the course, and/or or other disciplinary action as outlined in Great Basin College's Student Conduct Policy.

The instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined the College's Student Conduct Policy. Acts of academic dishonesty include but are not limited to:

- **Cheating:** using, attempting to use, or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity. Unauthorized assistance includes:
 - Working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done "individually;"
 - Depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
 - Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
 - Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission;
 - Continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity;
 - Submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or engaging in any form of research fraud.
- **Falsification:** altering or fabricating any information or citation in an academic exercise or activity.
- **Plagiarism:** representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

Student Assistance, Technical Support, & Security

[GBC's Academic Success Centers](#)[Links to an external site.](#) (ASC) 775-753-2149 on the Elko campus and at GBC's rural centers offer the following services to GBC students, all at **no cost**. G

BC is committed to your success!

- Live tutoring -- free to all GBC students
- Free placement testing
- Proctored testing
- Open computer labs

- Help for students where English is their second language. You can also request a personalized one-on-one success plan utilizing the Student Support & Retention Office. 775-753-2255

Smarthinking is a tutoring program in WebCampus. This tutorial service provides students an optional seven hours, per school year, of live 24/7 tutoring through online discussion boards, or live chat with a tutor.

Subjects covered include Writing/English, MLA & APA assistance, Math, Economics, Accounting, Spanish, Biology, Chemistry, and Anatomy & Physiology

[GBC's LibraryLinks to an external site.](#) 775-753-2222 provides electronic and digital resources to help students located in any area in their research and learning.

[GBC's Technology HelpDesk Links to an external site.](#) 775-753-2167 provides WebCampus assistance when students click on the *Help* button in the lower left corner in WebCampus or email helpdesk@gbcnv.edu.

For information on college closures and outages see the [GBC Homepage.Links to an external site.](#)

Campus Security 775-934-4923 GBC is committed to the safety of our students and has a duty to promote awareness and prevention programs for violence on campus under the Jeanne Clery Act as well as the Campus SaVE (Sexual Violence Elimination Act) and VAWA (Violence Against Women Act), which are amendments to Clery. Acts of violence include, but are not limited to, sexual assault, domestic violence, dating violence, and stalking. Acts of violence can occur on the physical campus or centers of GBC in addition to field placement sites, clinical practice settings, GBC's online WebCampus, and other places where college or class activities occur. If you feel you are in immediate danger on the Elko Campus contact security at 775-934-4923 or call 911, GBC Centers contact the Center Director or call 911, or the Vice President for Academic and Student Affairs 775-753-2282.

Each year all registered students are automatically enrolled in Title IX Sexual Harassment on-line training. The course is provided, free to each student, regardless of the number of credits they register for and should be completed once every two year. Students will receive an email invitation to the course the week after the 100% drop date with a sender address of Vice President of Student Affairs, [Jake Rivera](#), or Director, [Patricia Anderson](#) or from our training provider Campus Clarity

Withdraw Policy

If you feel it is necessary to withdraw from the course, please see [GBC Calendar \(Links to an external site.\)Links to an external site.](#) for refund and withdrawal dates for full-semester courses. To avoid an F in a course, be sure to drop it before 60% of the course has elapsed. For more detail information, see the [Refunds and Withdrawals page \(Links to an external site.\)Links to an external site.](#)

Accessibility

Great Basin College is committed to providing equal educational opportunities to qualified students with disabilities in accordance with state and federal laws and

regulations, including the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. A qualified student must furnish current verification of disability.

This course is designed to be compatible with most universal screen readers. If you are a student needing video and/or audio captioning, GBC's Disabilities Office will provide captioning for you in this course.

The Students with Disabilities Office, located in Berg Hall, will assist qualified students with disabilities in securing the appropriate and reasonable accommodations, auxiliary aids, and services. For more information or further assistance, please call 775-753-2271.

Syllabus Disclaimer

All material, assignments, and deadlines are subject to change with prior notice to benefit the learning of students in the course. It is your responsibility to stay in touch with your instructor, review the course site regularly, or communicate with other students, to adjust as needed if assignments or due dates change.



**History 209-1001
World History II
Fall Term, 2019
3 Credits**

Instructor Information

Instructor: Jonathan Foster, Ph.D.

Office: DCIT 127

Phone: (775) 753-2128

Email: Please use the WebCampus Inbox to send messages to your instructor.

Office Hours: Tuesday 9:00 a.m. to 11:00 a.m., Wednesday 11:00 a.m. to 1:00 p.m., and Thursday 4:00 p.m. to 5:00 p.m. or by appointment

Class Schedule & Location: Fall term, Tuesday and Thursday, 2:30 - 3:45 p.m., HTC 123

Course Catalog Description

Survey of world civilizations since 1600. Examines historical societies, cultures, and issues relative to Africa, the Americas, Asia, Europe, the Middle East and Oceania.

Required Textbook & Materials

Sivers, Peter Von, Charles A. Desonyers, and George B. Stow. *Patterns of World History, Volume II: From 1400 with Sources*. Third Edition. New York: Oxford University Press, 2017. ISBN: 9780190693619

*Additional required readings are posted on WebCampus.

Method of Instruction

This is an on-campus and interactive video, lecture-based survey course. Students will also gain information from assigned readings, class discussion, and additional research. Mastery of course content will be assessed via exams, quizzes, online discussions and writing assignments. As this is not a self-paced course, students must follow the course schedule and meet listed deadlines.

Technology Requirements

Although this is an on-campus course, students should have dependable access to a computer and an internet connection capable of running the WebCampus learning platform. WebCampus will be used for announcements, contact with students, and to access primary source readings, handouts, and grades. Students will be required to open .docx, and .pdf files. Students might also be required to upload .doc, .docx, .pdf, or .rtf files. It is the student's responsibility to meet all technology requirements of the course. Students experiencing problems with technology should contact the GBC Helpdesk (775.753.2167).

It is always recommended to use the most up-to-date versions and better connections. WebCampus will still run with the minimum specifications, but you may experience slower loading times. Learn more about browser requirements.

Setting up Profile & Notifications

One of the most important things you can do to improve communication in the course between you, the instructor and other students in the course is setting up your Profile and Notifications. Do this by clicking on Account: Settings and Navigation.

Preparation, Participation & Attendance

Preparation for class means reading the assigned readings and reviewing all information required for each week class. *Attendance* means being present for scheduled class meetings. Participation means taking part in discussion, listening and actively taking notes during lectures, taking part in discussions, and answering questions.

Learning Outcomes

History 208 is designated by GBC as a General Education Course. It falls under the Humanities and A.A. Social Science Foundations objectives. Subsequently, it is designed to meet the following General Education Objectives:

Humanities General Education Objectives

- Demonstrate an understanding of the consequences of human actions in social and environmental contexts and an ability to consider the ethical and practical implications of those actions
- Demonstrate an ability to recognize the importance of creative human expression
- Demonstrate an ability to recognize and respect the rights of the individual and to appreciate the complexity and variety of divergent attitudes, values and beliefs in society.
- Demonstrate an understanding of the cultural and historical heritage of contemporary society and the implications of this heritage

For a complete listing of General Education Objectives and courses, please see pages 79-84 the current GBC Catalog.

General education outcomes and measurement tools are identified below:

General Education Learning Outcomes and Measures

Learning Outcome	Measure
Demonstrate an understanding of the consequences of human actions in social and environmental contexts and an ability to consider the ethical and practical implications of those actions	in-class discussions (selected discussion topics)
Demonstrate an ability to recognize and respect the rights of the individual and to appreciate the complexity and variety of divergent attitudes, values and beliefs in society.	in-class discussions (selected discussion topics)
Demonstrate an ability to recognize the importance of creative human expression.	in-class discussions (selected discussion topics)
Demonstrate an understanding of the cultural and historical heritage of contemporary society and the implications of this heritage	in-class discussions (selected discussion topics)

Course Specific Outcomes

Upon completion of History 208 students should be able to:

- Demonstrate knowledge of the chronological sequence of significant world events since 1600
- Recognize major events, themes, and issues of world history since 1600
- Express well-reasoned ideas and arguments based on historical evidence clearly and logically in written format

Course-level learner outcomes and measurement tools are identified below:

Course Learning Outcomes and Measures

Learning Outcome	Measure
Demonstrate knowledge of the chronological sequence of world events since 1600	exams (selected questions)
Recognize major events, themes, and issues of world history since 1600	exams (selected questions)
Express well-reasoned ideas and arguments based on historical evidence clearly and logically in written format	term paper

Course Requirements

Students are expected to complete all required readings, attend lectures, and submit all assignments by their posted deadlines. Assignments for this course include four in-class discussions, five reading and lecture quizzes, one term paper, and three exams.

Reading and Lecture Quizzes: Students will be required to take five in-class quizzes on the dates listed in the syllabus. These quizzes will be timed and will consist of multiple choice questions based on all readings assigned and lectures presented since the previous quiz.

In-Class Discussions: Students will be required to participate in five in-class discussions. Four discussions will be based on assigned course readings (textbook and discussion readings posted on WebCampus). One will be based on a film shown in class.

Term Paper: Students will write a term paper that address a major issue in world history over time since 1600. This paper will be based on assigned course material and additional research. Please see Term Paper Instructions handout for additional information.

Exams: Students will complete three in-class exams. All exams will include multiple choice, chronology, and fill-in-the-blank questions. The final exam will also include an essay question. All exams are closed note and timed. Exam dates are listed in the Course Schedule section of this syllabus.

Assignment Values

Course Assignments	Points	Percent of Overall Grade
Exams (2)	100 (50 points each)	25 percent
Final Exam	100	25 percent
R&L Quizzes (5)	25 (5 points each)	6.25 percent
Discussions (5)	50 (5 pts. each)	12.5 percent
Term Paper	125	31.25 percent

Grading

Grading will be based on percentage earned of a total of 400 points. Assigned grades will be based upon standard percentages. Percentages with decimals of .5 or greater will be rounded to next whole number. Percentages with decimals of .4 or less will not be rounded to next whole number:

Grading Standards

Grade	Range
A	94-100%
A-	90-93%
B+	87-89%
B	84-86%
B-	80-83%
C+	77-79%
C	74-76%

Grading Standards

Grade	Range
C-	70-73%
D+	67-69%
D	64-66%
D-	60-63%
F	59% and below

There will be no negotiation of grades or retakes of assignments.

Course Schedule (subject to revision as necessary)

Week 1

Required reading: *Patterns of World History* chapter 17, all course handouts, begin Online Discussion 1 readings

Aug. 27: Introduction and Course Overview

Aug. 29: The Renaissance

Graded Assignment

None

Week 2

Required Reading: *Patterns of World History* chapter 18, complete Discussion 1 readings.

Sept.3: The Americas, 1500-1800

Sept. 5: The Americas, 1500-1800 continued and Discussion 1

Graded Assignment

Discussion 1

Week 3

Required Reading: *Patterns of World History* chapter 19; begin discussion 2 readings

Sept. 10: Africa

Sept. 12: The Slave Trade: Reading and Lecture Quiz 1

Graded Assignment

Reading and Lecture Quiz 1

Week 4

Required Reading: *Patterns of World History* chapter 20-21; complete discussion 2 readings

Sept. 17: The Mughal Empire, 1400-1750

Sept. 19: The Mughal Empire, 1400-1750 continued; China and Japan, 1500-1800; Discussion 2

Graded Assignment

Discussion 2

Week 5

Required Reading: review readings and notes for exam

Sept. 24: China and Japan, 1500-1800 continued; Exam review

Sept. 26: Exam 1

Graded Assignment

Exam 1

Week 6

Required Reading: *Patterns of World History* chapter 22 begin discussion 3 readings

Oct. 1: The Atlantic World, 1750-1871

Oct. 3: The Atlantic World, 1750-1871, continued

Graded Assignment

None

Week 7

Required Reading: *Patterns of World History* chapter 23; continue discussion 3 readings

Oct. 8: Latin America, 1790-1917

Oct. 10: Latin America, 1790-1917 continued; reading and lecture quiz 2

Graded Assignment

Reading and Lecture quiz 2

Week 8

Required Reading: *Patterns of World History* chapter 24-25; Complete discussion 3 readings

Oct. 15: East Asia, 1750-1910

Oct. 17: The Ottoman and Russian Empires; Discussion 3

Graded Assignments

Discussion 3

Week 9

Required Reading: review readings and notes for exam; begin discussion 4 readings.

Oct. 22: The Ottoman and Russian Empires, 1683-1908 continued and exam review

Oct. 24: Exam 2

Graded Assignments

Exam 2

Week 10

IMPORTANT DATE: Official course drop deadline is Oct. 31, 2019. After this date, a grade of "W" will not be assigned.

Required Reading: *Patterns of World History* chapter 26; Continue discussion 4 readings

Oct. 29: Industrialization

Oct. 31: Industrialization, continued

Graded Assignments

None

Week 11

Required Reading: *Patterns of World History* chapter 27; complete discussion 4 readings

Nov. 5: The New Imperialism

Nov. 7: The New Imperialism continued; Discussion 4

Graded Assignment

Discussion 4

Week 12

Required Reading: *Patterns of World History* chapter 28

Nov. 12: World Wars

Nov. 14: World Wars, continued; Reading and Lecture Quiz 4

Graded Assignments

Reading and Lecture Quiz 4

Week 13

Required Reading: *Patterns of World History* chapters 29

Nov. 19: Reconstruction and Decolonization

Nov. 21: Origins of a Cold War

Graded Assignments

None

Week 14

Required Reading: *Patterns of World History* chapter 30

Nov. 26: End of the Cold War and Social Transformations

Nov. 28: No class (Thanksgiving)

Graded Assignments

None

Week 15

IMPORTANT DATE: Instruction ends on May 11

Required Reading: *Patterns of World History* chapter 31; review course readings for exam and work on term paper

Dec. 10: Capitalist-Democratic World Order, 1991-2014; Reading and Lecture Quiz 5.

Dec. 12: Exam Review; Term Papers due in class

Graded Assignments

1. Reading and Lecture Quiz
2. Term Paper

Week 16

May 14: Final Exam

Bibliography of Study & Writing Guides

Students might find any of the following works useful in this and other history courses:

Benjamin, Jules R. *A Student's Guide to History*. 12th Ed. Boston: Bedford/St. Martins, 2013.

Bullock, Richard, Michael Brody, and Francine Weinberg. *The Little Seagull Handbook*. 2nd Ed. New York: W.W. Norton, 2014.

Strunk, William and E.B. White. *The Elements of Style*. 4th Ed. Boston: Allyn and Bacon, 2000.

Storey, William Kelleher. *Writing History: A Guide for Students*. 4th Ed. New York: Oxford University Press, 2012.

Rampolla, Mary Lynn. *A Pocket Guide to Writing in History*. 7th Ed. Boston: Bedford/St. Martins, 2012.

The following websites might also be of use:

Purdue Owl Online Writing Lab. <https://owl.english.purdue.edu/owl/> (Links to an external site.)Links to an external site.

The University of North Carolina at Chapel Hill, "The Writing Center." <https://writingcenter.unc.edu/handouts/> (Links to an external site.)Links to an external site.

Class Policies & Statements

Course Recording and Reproduction Statement

No portion of the course may be recorded or reproduced in any manner without the instructor's written permission.

Campus Security Statement

GBC is committed to the safety of our students and has a duty to promote awareness and prevention programs for violence on campus under the Jeanne Clery Act as well as the Campus SaVE (Sexual Violence Elimination Act) and VAWA (Violence Against Women Act), which are amendments to Clery. Acts of violence include, but are not limited to, sexual assault, domestic violence, dating violence, and stalking. Acts of violence can occur on the physical campus or centers of GBC in addition to field placement sites, clinical practice settings, and other places where college or class activities occur. As well, the online environment at GBC is considered a GBC site. If you experience any incidence where your safety has been threatened or violated, or if you feel threatened or harassed, immediately report this to me, any center director, faculty, or staff member, or directly to the Director of Environmental Health, Safety & Security ([775.753.2115](tel:775.753.2115)) or the Vice President for Student Services ([775.753.2282](tel:775.753.2282)).

Accommodations for Students with Disabilities

Great Basin College is committed to providing equal educational opportunities to qualified students with disabilities in accordance with state and federal laws and regulations, including the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. A qualified student must furnish current verification of disability. The Disability Services Office, located in Leonard Student Life Center, will assist qualified students with disabilities in securing the appropriate and reasonable accommodations, auxiliary aids, and services. For more information or further

assistance, please call 775.753.2271. A link to the Disability Services Office is provided on the course's homepage.

Email Response

Although I check emails frequently, I am not online constantly. Therefore, you should not expect instantaneous responses to all questions at all hours. I will try to respond to all emails within 24 hours, Monday through Friday. If, by chance, you do not receive a reply within 24 hours, please resend your email. Typically, I do not respond to emails before 9 a.m., after 5 p.m., on weekends, or on holidays.

Missed and Late Assignments

All assignment deadlines and due dates are listed in the "Class Schedule" section of the syllabus. It is the student's responsibility to compete and submit all assignments by the deadlines listed. Late assignments will receive a grade of zero unless an extension has been granted by your instructor prior to the posted deadline. Extensions cannot be granted for in-class discussions. Papers may be submitted late without an extension, but will receive a deduction of 25 points per day late.

Excessive requests for deadline extensions and repeated failure to submit assignments by posted deadlines will be deemed a student conduct issue. As such, the student's conduct will be reported to the office of the Vice President of Student Services and Academic Affairs. If such conduct persists, the student may be removed from the class.

Grading Policy

Scores on exams, quizzes, and discussions will be made available to students within one week following the assignment's deadline. For discussions, the deadline for the second post will be used for this calculation. Papers may take a bit longer than one week, but will be graded and returned as quickly as possible. Students will be informed of any exception to this policy via a WebCampus announcement.

Scores on assignments and overall grades are final once posted. If you believe a mistake has been made in the calculation of your grade, please inform me of the suspected error. If I determine that a mistake has been made, it will be corrected. However, do not contact me pleading, negotiating, or otherwise requesting a better grade, to redo assignments, or to make up unexcused missed assignments. Such requests will not be granted, and there will be no negotiation of grades.

Course Drop Deadline

The course drop deadline is April 4, 2019. After this date, the grade of "W" will not be assigned. You will receive the grade earned for the course.

Academic Honesty

Academic honesty is the cornerstone of quality higher education. Academic dishonesty will not be tolerated in this class. All assignments submitted (including discussion posts) must be the student's original work produced for this class. In accordance with the

Great Basin College Department of Social Sciences' policy, **all instances of plagiarism, whether intentional or unintentional, will be reported to appropriate college authorities. All assignments containing plagiarized material will receive a score of 0.** Any form of cheating or dishonest activity on any assignment will result in a grade of 0 for the assignment and the activity will be reported to proper college authorities. Additional disciplinary action will be pursued for all acts of academic dishonesty relative to the specifics of the case. Such disciplinary actions could include failure of the course, removal from the course, and suspension or expulsion from the college. For additional information, please refer to the *GBC **Student Conduct Policy*** at /rights responsibilities/conduct.html, and the plagiarism handouts, and the Department of Social Sciences policy on plagiarism posted in the "Course Introduction and Overview Module."

Exam Policy

All exams will be completed in class at the normal class meeting time and location. Make-ups will not be allowed for missed exams unless the absence had been excused by the instructor prior to the exam's scheduled date. In the case of excused absences, it is the student's responsibility to contact the instructor prior to the exam's scheduled date and make alternative arrangements to complete the exam. Any act of academic dishonesty will result in a score of 0 on the exam, and will be reported to appropriate college officials. Exams will be given on the dates listed in the course schedule. Exams are timed (75 minutes). Students are required to be on time for exams and bring paper and writing instruments. Students who arrive after a student has submitted an exam will not be allowed to take the exam.

Civility Statement

Civility in any classroom live or digital and "respect for the opinions of others is very important in an academic environment". Students are expected to assist in maintaining a course environment that is conducive to learning. This includes appropriate verbiage and tone in the discussion environment. "It is likely you may not agree with everything which is said or discussed in the classroom. Courteous behavior and responses are expected. Classroom discussion should be civilized and respectful to everyone and relevant to the topic we are discussing. Classroom discussion is meant to allow us to hear a variety of viewpoints. This can only happen if we respect each other and our differences."

"To create and preserve a classroom atmosphere that optimizes teaching and learning, all participants share a responsibility in creating a civil and non-disruptive forum." Students are required, "to conduct themselves at all times in this classroom in a manner that does not disrupt teaching or learning." Any discussion from class that continues on any listserv, WebCampus or class discussion site should adhere to these same rules and expectations. "When speaking, use courteous, respectful language and keep comments and questions relevant to the topic at hand."

(Quoted sections from Florida State University, Academic & Professional Program Services)

College Expectations for Dual Enrollment Students

High school students are expected to conduct themselves professionally, maturely, and in a fashion consistent with college expectations. This course is designed for college students and is transferable to any university or 4-year college. It is not a special course designed for high school students. The course schedule is based on the GBC calendar. Communications about course matters should be made between the student and the instructor. Students should not expect special considerations based on high school status including “re-dos” of quizzes or other work, or late submissions due to high school schedules or activities. In this class, you are a college student.

INSTITUTIONAL POLICIES & PROCEDURES

Student Conduct

Students are required to adhere to the behavior standards listed in [GBC Student Conduct](#) (Links to an external site.)[Links to an external site.](#) and [Netiquette Guidelines](#). Students are entitled to receive instruction free from interference by other members of the class. If a student is disruptive, an instructor may ask the student to stop the disruptive behavior and warn the student that such disruptive behavior can result in withdrawal from the course. An instructor may withdraw a student from a course when the student's behavior disrupts the educational process under Great Basin College Policy. In accordance with the Nevada System of Higher Education (NSHE) CODE, Title 2, Chapter 10, Sections 10.2.1, and 10.2.2.

Appropriate classroom behavior is defined by the instructor. Great Basin College policy states: "Messages, attitudes, or any other form of communication deemed outside the bounds of common decency/civility as judged by common standards of classroom behavior (determined as they would in a regular classroom by the instructor) will not be tolerated. This includes the number and length of individual messages online. Course discussion messages should remain focused on the assigned discussion topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board messages may be deleted if an instructor feels it is necessary. Students will be notified privately that their posting was inappropriate.

Student access to the course InBox and Discussion tools may be limited or removed if an instructor feels that students are sending inappropriate or disparaging remarks about the course in electronic messages to other students in the course....

Academic Integrity & Dishonesty

GBC expects and requires all its students to act with honesty and integrity, and respect the rights of others in carrying out all academic assignments. For more information here is the policy on [academic integrity, including the policy and appeal procedures](#)[Links to an external site.](#) and read the *Student Conduct Statement* below.

Great Basin College considers academic honesty one of its highest values. A student who obtains academic credit for work that is not the product of his or her own effort is being dishonest and undermining the academic integrity of the college. Students are

expected to be the sole authors of their work. Use of another's ideas must be accompanied by specific citation and reference. In addition, a learner may not submit the same work for credit in more than one course. The disciplinary consequences of plagiarism and other forms of academic dishonesty include non-acceptance of work submitted, a failing grade in the course, and/or or other disciplinary action as outlined in Great Basin College's Student Conduct Policy.

The instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined the College's Student Conduct Policy. Acts of academic dishonesty include but are not limited to:

- **Cheating:** using, attempting to use, or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity. Unauthorized assistance includes:
 - Working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done "individually;"
 - Depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
 - Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
 - Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission;
 - Continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity;
 - Submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or engaging in any form of research fraud.
- **Falsification:** altering or fabricating any information or citation in an academic exercise or activity.
- **Plagiarism:** representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

Student Assistance, Technical Support, & Security

GBC's Academic Success Centers[Links to an external site.](#) (ASC) 775-753-2149 on the Elko campus and at GBC's rural centers offer the following services to GBC students, all at **no cost**. G

BC is committed to your success!

- Live tutoring -- free to all GBC students
- Free placement testing
- Proctored testing
- Open computer labs

- Help for students where English is their second language. You can also request a personalized one-on-one success plan utilizing the Student Support & Retention Office. 775-753-2255

Smarthinking is a tutoring program in WebCampus. This tutorial service provides students an optional seven hours, per school year, of live 24/7 tutoring through online discussion boards, or live chat with a tutor.

Subjects covered include Writing/English, MLA & APA assistance, Math, Economics, Accounting, Spanish, Biology, Chemistry, and Anatomy & Physiology

GBC's LibraryLinks to an external site. 775-753-2222 provides electronic and digital resources to help students located in any area in their research and learning.

GBC's Technology HelpDesk Links to an external site.775-753-2167 provides WebCampus assistance when students click on the *Help* button in the lower left corner in WebCampus or email helpdesk@gbcnv.edu.

For information on college closures and outages see the GBC Homepage.Links to an external site.

Campus Security 775-934-4923 GBC is committed to the safety of our students and has a duty to promote awareness and prevention programs for violence on campus under the Jeanne Clery Act as well as the Campus SaVE (Sexual Violence Elimination Act) and VAWA (Violence Against Women Act), which are amendments to Clery. Acts of violence include, but are not limited to, sexual assault, domestic violence, dating violence, and stalking. Acts of violence can occur on the physical campus or centers of GBC in addition to field placement sites, clinical practice settings, GBC's online WebCampus, and other places where college or class activities occur. If you feel you are in immediate danger on the Elko Campus contact security at 775-934-4923 or call 911, GBC Centers contact the Center Director or call 911, or the Vice President for Academic and Student Affairs 775-753-2282.

Each year all registered students are automatically enrolled in Title IX Sexual Harassment on-line training. The course is provided, free to each student, regardless of the number of credits they register for and should be completed once every two year. Students will receive an email invitation to the course the week after the 100% drop date with a sender address of Vice President of Student Affairs, Jake Rivera, or Director, Patricia Anderson or from our training provider Campus Clarity

Withdraw Policy

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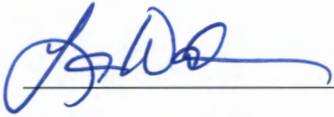
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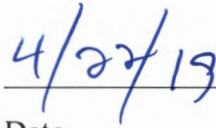
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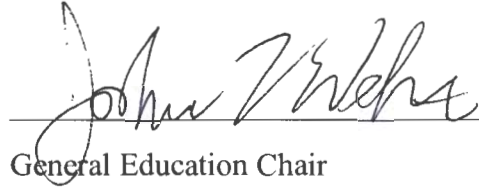
Proposed General Education Course Signature Form:



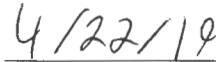
Department Chair



Date



General Education Chair



Date

Registrar

Date

Dean

Date

VPAA

Date