Please attach/submit additional documents as needed to fully complete each section of the form.

I. COURSE INFORMATION

Department: History
Course Title: East Asian Civilizations
Course Number: 240
Type of Request: *New One-time Only Renew Change Remove
Course offered: Fall Spring Intermittent Summer Winter Multiple sections
*If course does not exist in the catalog, an e-curriculum form is also required.

JUSTIFICATION FOR COURSE LEVEL
Normally general education courses do not have more than one pre-requisite, are at least 3 credits, and numbered in the 100-300 levels. If the course does not meet these conditions, please provide an explanation. If the course is offered at the 400-level, please explain how it is foundational within the requested perspective.

ADDITIONAL INFORMATION (FOR OCHE DATABASE):
In which MUS Core Category, does this course fit?
Does the course include content regarding cultural heritage of American Indians?

II. ENDORSEMENT / APPROVALS

* Instructor: Eric Schlussel
  Phone / Email: eric.schlussel@umontana.edu
Program Chair: Robert Greene
Dean: Jenny McNulty

*Signature* 
Date 9/26/17

*Signature* 
Date 9/29/17

*Signature* 
Date 10/11/17

*Form must be completed by the instructor who will be teaching the course. If the instructor of the course changes before the next review, the new instructor must be provided with a copy of the form prior to teaching the course.

III. DESCRIPTION AND PURPOSE

General Education courses must be introductory and foundational within the offering department or within the General Education Group. They must emphasize breadth, context, and connectedness; and relate course content to students’ future lives: See Preamble.

Is there an “East Asia?” Why do people think about China, Japan, and Korea as part of a coherent region? How do scholars study the diverse cultures, societies, and states of East Asia?

This course is an introduction to East Asia and to the field of East Asian Studies. Students will build a foundational knowledge of the history and geography of China, Japan, Korea, and greater East Asia. They will learn to look at Asia in different ways, not only through history, but through approaches from literature, religious studies, political economy, and beyond.
We will learn to interrogate big questions (such as “What is a region?”) in a serious and critical manner. We will develop an appreciation for the diversity and richness of East Asian cultures and societies both in space and in time. Students new to East Asia will acquire a foundational knowledge of the region’s history. Students with a background in one East Asian country will build on their knowledge and contextualize it in a new way.

This course is an opportunity to work on your critical reading and writing skills. Much of your dialogue with me will take place on the page, and so it is important that you read comments on the work that I hand back to you. Be sure to engage actively with the readings, with a pen or pencil in hand to take notes in the margins, and to be prepared to make direct reference to those sources in class.

By the end of this course, you should be able to:

- Identify critical events, figures, and phenomena and define their significance in the history of East Asia
- Critically analyze the notion of “Asia” and similar concepts of centrality, regionality, and groupness that emerged historically in East Asia

IV. CRITERIA

BRIEFLY EXPLAIN HOW THIS COURSE MEETS THE CRITERIA FOR THE GROUP.

The primary purpose of courses in this perspective is to explore the historical contexts and narratives of human behavior, ideas, institutions, and societies through an analysis of their patterns of development or differentiation in the past. These courses are wide-ranging in chronological, geographical, or topical focus. They introduce students to methods of inquiry that enable them to understand and evaluate the causes and significance of events, texts, or artifacts.

This course is both a survey of the cultures, states, and societies of the East Asian region from prehistory to the present day and an introduction to historical methods. Students analyze primary sources, both texts and artifacts, to explore change over time in multiple registers. Students learn how “East Asia” emerged, diverged, and was remade through several different periods. They do so by learning to situate primary sources in their historical contexts and link them together across time and space.

V. STUDENT LEARNING GOALS

BRIEFLY EXPLAIN HOW THIS COURSE WILL MEET THE APPLICABLE LEARNING GOALS.

1. Critically analyze and evaluate primary sources – such as texts, pictorial evidence, oral histories, music, and artifacts- within their respective historical contexts.

   Much of the course’s evaluation consists of “gobbets” – text analysis exercises. Students are asked to read an unidentified text closely, identify it, and explain its significance both in history and for historians. This is one of a historian’s basic skills.

   “Gobbets” are usually texts, and we juxtapose different texts in time and space to think about change and difference. However, the course also integrates lessons on material culture with specific reference to painting, pottery, and architecture. By the end of the course, students will be able to identify where and in which period an artifact was made.

2. Synthesize ideas and information in order to understand the problems, causes, and consequences of historical developments and events.

A good history course is not about memorizing and regurgitating dates, but about developing critical reading and reasoning skills. East Asian Civilizations regularly asks students to synthesize sources to test one or another assertion about history. Each class meeting focuses around a question: “How or why did this happen?” Students work collaboratively to answer it.
3. Analyze human behavior, ideas, and institutions within their respective historical and/or cultural contexts.

This course strongly emphasizes the diversity of East Asia. We trace the gradual emergence of distinct Chinese, Korean, and Japanese cultures within and without the shared elite culture of “Confucianism.” Students learn to recognize the importance of history in shaping behaviors.

VI. ASSESSMENT

A. HOW ARE THE LEARNING GOALS FOR THE GENERAL EDUCATION GROUP MEASURED?
Describe how you will determine that students have met each of the General Education Learning Goals. This should include specific examples of assignments, rubrics or test questions that directly measure the General Education learning goals. (See Example)
Please attach or provide a web link to relevant assessment materials.

1. Synthesize ideas and information with a view to understanding the causes and consequences of historical developments and events.

Evaluation includes a series of essays, each of which asks students to answer a complex historical question with many possible answers. For example, one later essay prompt reads simply, “How did Japan, China, and Korea come to be separate countries?” This asks the student to synthesize what they have learned from primary sources and class discussion since the beginning of the semester. They might begin with geography, with geopolitics, with trade, or find any one of a number of other ways to approach the question. These prompts encourage students to synthesize creatively and independently.

2. Evaluate texts or artifacts within their historical and/or cultural contexts.

Every week, students engage in a “gobbet” exercise, described above as a text analysis exercise. They learn to do this gradually, first with instructor guidance, and then in groups. After the third week, “gobbets” are graded. This serves as a means to evaluate how well students are analyzing primary sources, including artifacts, and can relate them to their historical, cultural, and geographical contexts.

3. Analyze human behavior, ideas, and institutions within their respective historical and/or cultural contexts.

The four essays prompt students to analyze how institutions emerged, spread, and changed over time. For example, one essay prompt reads, “Why has there been persistent conflict between states based in China and those in Japan?” Students may answer this question in a number of ways, all of which involve regard for how state actors conceived of their positions, interests, and opportunities. Similarly, the course looks closely at how people adapted to changing socioeconomic conditions. Students learn that ideology and ideas are profoundly important in shaping people’s strategic behaviors, on the level of states or on the level of individuals and families.

General Education Assessment Report (Items B-D) If this information is not yet available, Items VI. B-D must be completed within one year of this course review (re-submit the entire form with these sections completed).

Note: This course has not been offered as HSTR 240 in many years. There are no records available from the last time the course was offered.

B. ACHIEVEMENT TARGETS
Describe the desirable level of performance for your students, and the percentage of students you expected to achieve this:

C. ASSESSMENT FINDINGS
D. ASSESSMENT FEEDBACK

Given your students’ performance the last time the course was offered, how will you modify the course to enhance learning? You can also address how the course could be improved, and what changes in the course content or pedagogy you plan to make, based upon on the findings. Please include a timeframe for the changes.

The course was last offered as HSTR 391.01 in Autumn 2016, owing to some confusion. HSTR 240 had somehow disappeared from the catalog entirely, and the new instructor, Prof. Eric Schluessel, had just arrived on campus. East Asian Civilizations had not been offered in some time, as there had been no one to teach it.

Student feedback was focused on the Japan sections of the old textbook, which were unclear and often missing key information. The instructor solved the issue by distributing scans of chapters from a second textbook. HSTR 240 will use that textbook.

VII. SYLLABUS AND SUBMISSION

Please submit syllabus in a separate file with the completed and signed form to the Faculty Senate Office, UH 221, faculty.senate@mso.umt.edu. The learning goals for the Historical and Cultural Studies Group must be included on the syllabus. An electronic copy of the original signed form is acceptable.
History 391.01: East Asian Civilization
MW 12:30-1:50
Liberal Arts 334

Eric Schluessel
Office hours: T 1:30-3:30
Liberal Arts 263
eric.schluessel@umontana.edu

Over the past 3,000 years, this character has come to mean “clay jar,” “inferior,” “follow,” “fellow son-in-law,” and “Asia.” Why? How?

Course Description

Is there an “East Asia?” Why do people think about China, Japan, and Korea as part of a coherent region? This is a survey course in the history of East Asia from the earliest prehistoric traces of civilization to the present day. We will study the phenomena that have at times bound the societies of the greater East Asian region together and at others divided them. Topics include the subtleties of the Chinese intellectual tradition as it spread across Asia, the economic networks that connect East Asia, and the attempts of different empires to assert hegemony across the region.

Students will learn how to apply the historical method to source texts in order to detect subtle differences in East Asian traditions. We will learn to interrogate big questions (such as “What is a region?”) in a serious and critical manner. We will develop an appreciation for the diversity and richness of East Asian cultures and societies both in space and in time. Students new to East Asia will acquire a foundational knowledge of the region’s history. Students with a background in one East Asian country will build on their knowledge and contextualize it in a new way.

This course is both a survey of East Asian history and an opportunity to work on your critical reading and writing skills. Much of your dialogue with me will take place on the page, and so it is important that you read comments on the work that I hand back to you. Be sure to read primary sources actively, with a pen or pencil in hand to take notes in the margins, and to be prepared to make direct reference to those sources in class.

By the end of this course, you should be able to:

甲. Identify critical events, figures, and phenomena and define their significance in the history of East Asia
乙. Critically analyze the notion of “Asia” and similar concepts of centrality, regionality, and groupness that emerged historically in East Asia
丙. Demonstrate an understanding of the diverse ways humans structure their social, political, and cultural lives;
丁. Interpret human activities, ideas, and institutions with reference to diverse cultural, historical and geo-political perspectives and physical environments; and
戊. Recognize the complexities of inter-cultural and international communications and collaborative endeavors, and relate this to the complex challenges of the 21st century.
己. synthesize ideas and information with a view to understanding the causes and consequences of historical developments and events;
庚. evaluate texts or artifacts within their historical and/or cultural contexts;
辛. analyze human behavior, ideas, and institutions within their respective historical and/or cultural contexts.

Books and Readings


Other readings will be provided as necessary through the course website: https://moodle.umt.edu/course/view.php?id=14272 There is a reading packet for every single class meeting, even though they are not indicated on the schedule.

Schedule of Course Meetings, Topics, and Assignments

Do everything listed under “Preparation” for the date given. For each class meeting, you will read 1-2 chapters of “EA” and the packet provided as a PDF on the course website. The packets consist of short primary sources in translation. After you have read the EA selection for the day, read these primary sources thoroughly, take notes on them, and bring copies to class.

The packets include discussion questions. It may be useful for you to consider these questions while you read. The questions will help you prepare for your quizzes and exams.

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<thead>
<tr>
<th>Date</th>
<th>#</th>
<th>Topic</th>
<th>Preparation</th>
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<tbody>
<tr>
<td>Week 1</td>
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<td>Part I: Foundations</td>
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<tr>
<td>29 Aug</td>
<td>1</td>
<td>Introductions: Texts and Artifacts</td>
<td>* EA Ch. 1 (Recommended but optional.)</td>
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<tr>
<td>30 Aug</td>
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<td>* Syllabus quiz due at 5:00 PM. The quiz is on the course site!</td>
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<td>31 Aug</td>
<td>2</td>
<td>China’s Axial Age</td>
<td>* EA Ch. 2</td>
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<td>Week 2</td>
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<td>7 Sep</td>
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<td>The First Empires</td>
<td>* EA Ch. 3</td>
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<td>Week 3</td>
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<td>12 Sep</td>
<td>4</td>
<td>Emergence of East Asian Buddhism</td>
<td>* EA Chs. 4-5</td>
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<td>Date</td>
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<tr>
<td>14 Sep</td>
<td>5</td>
<td>Early Korea and Japan</td>
<td>- EA “Connections: Cultural Contact Across Eurasia (600-900)” (93-96)</td>
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<td>16 Sep</td>
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<td>- EA Chs. 6-7</td>
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<td>- Map quiz: East Asian regions</td>
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<td>- Feedback survey on course site closes at 5:00 PM</td>
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<td>19 Sep</td>
<td>6</td>
<td>China Among Equals: Song, Liao, Xia, and Jin</td>
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<td>21 Sep</td>
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<td>Heian Japan (794-ca. 1180)</td>
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<td>23 Sep</td>
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<td>- Draft of first essay due by 5:00 PM</td>
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<td>Week 5</td>
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<td>26 Sep</td>
<td>8</td>
<td>Goryeo Korea (935-1392)</td>
<td>- EA Ch. 10</td>
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<td>- Timeline quiz: major dynasties in order</td>
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<td>28 Sep</td>
<td>9</td>
<td>Kamakura Japan (1180-1333)</td>
<td>- EA Ch. 11</td>
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<td>30 Sep</td>
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<td>- First essay due by 5:00 PM</td>
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<tr>
<td><strong>Part II: The Mongol Empire and Post-Mongol Asia</strong></td>
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<td>Week 6</td>
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<td>3 Oct</td>
<td>10</td>
<td>The Mongol Empire</td>
<td>- Packet on the course site</td>
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<td>5 Oct</td>
<td>11</td>
<td>China Under Mongol Rule (1215-1368)</td>
<td>- EA Ch. 12</td>
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<td>Week 7</td>
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<td>10 Oct</td>
<td>12</td>
<td>Japan’s Middle Ages (1330-1600)</td>
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<td>12 Oct</td>
<td>13</td>
<td>Ming Empire (1368-1644)</td>
<td>- EA Ch. 14</td>
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<td>- Map Quiz 2 (countries and major cities)</td>
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<td>14 Oct</td>
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<td>- Feedback survey on course site closes at 5:00 PM</td>
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<td>Week 8</td>
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<tr>
<td>17 Oct</td>
<td>14</td>
<td>Joseon Korea (1392-1800)</td>
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<td>19 Oct</td>
<td>15</td>
<td>The Creation of the Manchu Empire (1600-1800)</td>
<td>- EA Ch. 16</td>
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<td><strong>Part III: Emergence of the Modern Order</strong></td>
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<td>Week 9</td>
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<td>24 Oct</td>
<td>16</td>
<td>Edo Japan (1603-1868)</td>
<td>- EA Ch. 17</td>
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<td>- Timeline quiz: major dynasties with dates</td>
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<tr>
<td>26 Oct</td>
<td>17</td>
<td>China in Decline (1800-1900)</td>
<td>- EA Ch. 18</td>
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<td>28 Oct</td>
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<td>- Second essay due by 5:00 PM</td>
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<td>Wk 10</td>
<td>31 Oct</td>
<td>18</td>
<td>Japan in Turmoil (1800-1867)</td>
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<td>2 Nov</td>
<td>19</td>
<td>Meiji Transformation (1868-1900)</td>
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<td>Wk 11</td>
<td>7 Nov</td>
<td>20</td>
<td>Korea in the Turbulent Nineteenth Century (1800-1895)</td>
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<td></td>
<td>9 Nov</td>
<td>21</td>
<td>Rise of Modern Japan (1900-1931)</td>
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**Part IV: Whose Asia?**

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<tr>
<th>Wk 12</th>
<th>14 Nov</th>
<th>22</th>
<th>Imperial Japan, Colonial Korea</th>
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<th>EA Ch. 23, 400-410</th>
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<tr>
<td></td>
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<td>EA “Connections: World War II” (430-438)</td>
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<td>EA Ch. 26, pp. 456-461</td>
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<td></td>
<td>16 Nov</td>
<td>23</td>
<td>Remaking China (1900-1927)</td>
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<td>EA Ch. 24</td>
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<td></td>
<td>18 Nov</td>
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<td>Third essay due by 5:00 PM</td>
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<td>Feedback survey on course site closes at 5:00 PM</td>
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**Wk 13**

<table>
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<tr>
<th>Wk 14</th>
<th>21 Nov</th>
<th>24</th>
<th>Japan and Korea in World War II and After</th>
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<th>EA Ch. 23, 411-414</th>
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<td>EA Ch. 26, 461-471</td>
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<tr>
<th>Wk 15</th>
<th>28 Nov</th>
<th>25</th>
<th>War and Revolution in China (1927-1949)</th>
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<tr>
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<td>30 Nov</td>
<td>26</td>
<td>China Under Mao (1949-1976)</td>
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<td>EA Ch. 27</td>
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**Wk 16**

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<th>Wk 16</th>
<th>5 Dec</th>
<th>27</th>
<th>Korea (1945 to present)</th>
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<tr>
<td></td>
<td>7 Dec</td>
<td>28</td>
<td>Japan (to present)</td>
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<td>EA Ch. 29</td>
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<td></td>
<td>9 Dec</td>
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<td>Fourth essay due by 5:00 PM</td>
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<tr>
<th>Wk 16</th>
<th>12 Dec</th>
<th>29</th>
<th>China After Mao (1976-present)</th>
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<th>EA Ch. 30</th>
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<tr>
<td></td>
<td>13 Dec</td>
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<td>Study Day</td>
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<td>TBA</td>
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<td>Optional review session</td>
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<td></td>
<td>15 Dec</td>
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<td><strong>Final exam</strong> scheduled for 1:10-3:10 PM</td>
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**Your Feedback**

You will have three chances to send me **anonymous feedback** regarding the course so far. Surveys will be posted on the course site. I will take your feedback into consideration when planning and adjusting the course schedule and our class meetings. (See the schedule above.)

**Office Hours**

4
I am always open to meeting with you during office hours. It helps to send me an email to schedule 15 or 30 minutes of time beforehand. If you have a scheduling conflict and cannot make it to office hours, we can find another time to meet.

**Activities and Assessment**

**Text and Object Analysis Exercises ("Gobbets") (20%)**

I will frequently present you with 1. a piece of text or 2. an artifact. Most of the time, the text or artifact will be familiar from your reading, but sometimes not. Your task is to spend a few minutes working out 1. what the text is and 2. why it is significant, and 3. putting it in its historical context. In other words, you will relate the thing you see in front of you to the homework you did the previous night, and ideally to anything else of relevance that you have learned. We call this a “gobbet.”

The goals of this task are 1. to learn history not as a series of facts, but as a variety of contexts, and 2. to become confident in applying the historical method. When we do gobbets, we are not just spitting out what we read -- we are applying it, and thus learning and reinforcing it. Our gobbet exercises will take place at the beginning of class time, and they will open up our conversation for the rest of the meeting.

At first, many of these exercises will be done together or in small groups. Sometimes, I will ask you to do them quietly at the beginning of class, and then send them to a special e-mail address, so that we can look at our answers together and talk about how to improve.

About every other week, we will tackle gobbets for grades. (This is the 20%.) You will have 15 minutes to read the passage and write up to 500 words discussing, in very concise language, 1. what it is and 2. why it is important. You will turn these in on paper or electronically, and then we will proceed as normal. I will grade, comment on, and return them.

**Four Essays (40%)**

You will write four essays for this class. Each should about **1,200 words in length.** Each will follow the conclusion of one of the course’s four “parts.” I will provide you with three prompts, of which you may choose one. The prompt will ask you to synthesize what you have learned during the preceding “part” and give you the opportunity to relate your conclusions back to the previous “part.”

Each essay must consist of an argument supported by textual evidence. You may draw on your **primary source** readings and on our related discussions in class.

I advise you to write concisely. 1,200 words is about four to five pages of double-spaced text. In order to help you do so, I will ask you to turn in **a draft of the first essay** one week before its
due date. The comments on this draft are meant to help you do the best job you can going forward.

See the due dates in the schedule above.

Midterm (10%)

The written component consists of one "gobbet" to be completed in a 15-minute period at the end of class on October 17. You will not have seen the text or object in class before, but it may have been in your homework. You may choose one of three gobberts.

Final (15%)

The course also has a written final exam. The written component consists of two "gobbets." You will not have seen the text or object in class before, but it may have been in your homework. You may choose two out of four gobberts.

Quizzes (5%)

We will have occasional quizzes. They are arranged purposefully, so as to help you structure your knowledge. See the semester schedule above.

Participation (10%)

My criteria for good participation are these: excellent participation means listening to your classmates and engaging with what they say – either through substantive disagreement or by significantly building on it. To be able to do so, you must come to class prepared, both in the sense of having done your homework and in the sense of being ready to discuss. We will frequently break into small groups, in which your participation is even more important. An excellent class participant does the work.

Perhaps most importantly, excellent participation means asking questions. Good questions may certainly begin with, "I'm so confused. What does it mean when it says..." The first step to wisdom is acknowledging what you don’t know.

It will benefit you to print out copies of your primary source readings, take notes by hand on these physical copies, and then bring them to class.

Participation is measured quantitatively and recorded in a grade book at the end of each week. It is not wiggle-room for adjusting your grade retroactively.
You will receive a provisional participation grade at midterm along with comments on your
general performance in the course up to that point. Significant improvement in participation over
the course of the semester will earn you a more favorable grade.

**Attendance Policy**

Your first two unexcused absences will be counted as excused absences. After that, each absence
will result in a reduction of your final grade by 1 percentage point.

If you let me know by 10:00 AM on the day of our meeting that you will be missing class for a
good reason, the absence will be excused. In lieu of attendance, I will require you either to
submit an essay reflecting on that day’s material 500-750 words in length or to meet with me for
twenty minutes to discuss the material, your choice. Your attendance grade for that day will
equal your grade for the essay (graded on comprehension and effort) or for our discussion
(graded according to the scale used for in-class discussion).

If you miss a quiz or other graded activity due to an excused absence, you must arrange with me
a reasonable way to make up the work.

If you bring me a doctor’s note or similar documentation, an unexcused absence may be excused.
In this case, you must make up the work as outlined above.

**Policy on Late Work**

Nevertheless: for every 24 hours an assignment is late, its grade will fall by one letter grade, ex.
A to A-, B+ to B, C- to D+, etc.

**Policy on Academic Honesty and Plagiarism**

All students must practice academic honesty. Academic misconduct is subject to an academic
penalty by the course instructor and/or a disciplinary sanction by the University. All students
need to be familiar with the Student Conduct Code:

Do not plagiarize. Plagiarism is defined as “Representing another person’s words, ideas, data, or
materials as one’s own.” When I ask you a question, it may be tempting to look up the answer
online, copy it, and alter a few words to make it sound like your own thoughts. If you do so, you
will betray your own education. I am invested in you as a student – I want you to learn this
material, and to become a better thinker. Because plagiarism harms your development, I will
discourage it: in the first instance of plagiarism, the assignment in question will receive a grade
of 0 with no chance for revision. In the second instance, we will pursue the matter through
established university disciplinary procedures.
Statement on Accommodations

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students. If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or at (406) 243-2243. I will work with you and Disability Services to provide and appropriate modification.