

DEPARTMENT OF HISTORY—WESTERN WASHINGTON UNIVERSITY

HIST 111: Introduction to ‘Western Civilization’ to 476 CE

Spring Quarter, 2024–2025, 5 credits

Class Meetings: Mon/Wed/Friday 11:30 – 12:50 pm, BH 105

Instructor: Christine Johnston

TA: TBA

Contact:

Student Hours: TBA , Bond Hall 329

HIST 111 offers a general introduction to the political, social, and cultural histories of West Asia, North Africa, and the Mediterranean from prehistory to the collapse of the Roman empire in the west. During the course we will use critical, historical, and anthropological approaches to investigate how people of the broader ancient Mediterranean world experienced and documented their lives, constructed and questioned the values of their societies, and engaged with their communities and neighbouring cultures. Topics addressed will include the emergence of social complexity, the introduction of agriculture, the development of writing, the formation and expansion of political states, social aspects of life in the past including law and literature, religion and ideology, gender and sexuality, and features of daily life. As a course focused on the beginnings of so-called ‘Western Civilization’, we will also spend considerable time discussing the ways that the past can inform on the present, as well as the role of modern agendas in the exploration and appropriation of ancient history.

Readings: There are *four* required books for the course:

- Dalley, S. *Myths from Mesopotamia: Creation, The Flood, Gilgamesh, and Others*. Revised Ed. Oxford: Oxford University Press, 2009. ISBN: 9780199538362 - BL1620 .M98 2000 **(Ebook link on canvas)**
- Grant, M. *Cicero: Selected Works*. London: Penguin Press, 1960. ISBN: 9780140440997 - PA6307.A2 G7 1971 **(Ebook link on canvas)**
- Parkinson, R.B. 2009. *The Tale of Sinuhe*. Oxford: Oxford University Press. ISBN: 978-0199555628 **(Ebook link on canvas)**
- Tredennick, H., and H. Tarrant, trans. 2003. *Plato: The Last Days of Socrates*. New York: Penguin Books. ISBN: 978-0140449280 **(course reserve at WWU Library)**

Additional assigned readings listed in the syllabus will be provided as PDFs or links on the Canvas course website (under ‘Files’ or under ‘Library Resources – Spring 2024’). Copies of the required texts listed above are also available at the bookstore and through online retailers.

Learning Objectives: In this course, students will gain an understanding of:

- The interaction between humans and the environment
- Social complexity and the rise of inequality, including enslavement
- The construction of identity (individual and collective)
- State building, expansion, and conflict
- Economic systems (their creation, expansion, and interaction)
- Ideology, philosophies, and religion (including laws, literature, and mythology)

Goals: Throughout this course, students will develop the ability to:

- Describe the basic histories of ancient Mediterranean cultures
- Analyze historical events or developments and their causes
- Critically assess historical sources and evidence
- Contextualize technological and cultural changes within global history
- Evaluate the nuanced political agendas at play in the study and appropriation of the past
- Effectively communicate learning and critical thinking through the written assignments

Assessment (all assignments due by 11:59 pm on the date listed):

- 5% - In-class Writing Activity
- 10% - Course Expectations and Reflections
- 10% - Quizzes
- 15% - Research Worksheet
- 24% - Creative Assignments
- 36% - Reading Responses

Schedule of Assignments:

Course Expectations	Sunday April 6 th
CA 1: Classical Legacies in Modern Spaces	Sunday April 6 th
Reading Response 1	Sunday April 13 th
Research Worksheet	Sunday April 27 th
Reading Response 2	Sunday May 5 th
Reading Response 3	Sunday May 19 th
CA 2: Navigating A Roman City	Sunday May 26 th
Reading Response 4	Sunday June 1 st
CA 3: Virtual Museum Tour	Sunday June 8 th
Final Reflections	Monday June 9 th

In-Class Writing Activity: The in-class writing activity will take place during class time on Friday April 25th and will involve an argumentative essay-style rewrite of a primary text.

Course Expectations and Reflections: During Week 1, students will write a reflection about their expectations for the class and their initial understanding of what the term “Western Civilization” means as a historical idea (250–300 words). At the end of the quarter, students will return to their initial comments and reflect on how their understanding of the term “Western Civilization” and its value historically has developed (500–600 words).

Quizzes: There will be a quiz on Canvas based on each module's assigned material. Each quiz can be taken as many times as needed. There is no time limit restriction for each attempt.

Research Worksheet: Everyone will complete the research worksheet, which asks you to document a search on JSTOR and to review one article on a topic related to the course.

Reading Responses: There are four reading responses assigned during the quarter, of which you will complete 3. These focused responses will require the student to think critically about some aspect of the course readings/videos for the week. The responses will be short (around 1 page single spaced; 600–750 words), and the questions will be provided on the course website. Each assignment is worth 12% of the total grade.

Creative Assignments: There are three creative assignments assigned during the quarter, of which you will complete two. Instructions for the assignments are on Canvas. Each assignment is worth 12% of the total grade.

Course Progress: Try to keep up with the weekly modules as assigned. This improves the quality of the discussion. An automatic grace-period of a week will be given for late assignments (except in week 10 / exam week). If you find yourself falling more than a week behind, please let me know and we can make a plan to help you catch up!

Academic Integrity: The use of generative AI (e.g., ChatGPT) on any assignment constitutes an academic honesty violation in this class as this does not represent your intellectual work. Please see the Academic Integrity section in the syllabus for more details.

Content Warning: In this course we will be discussing histories involving difficult, potentially triggering, topics. These difficult topics may make it hard for some students to engage with the material. Sexual assault and misconduct are unfortunately present in many of our readings and discussions. In addition, the course includes content reflecting oppressive ideas about “normality” and identity, including statements “othering” on account of race, disability, religion, class, gender, sexuality, and other categories relating to embodiment and identity. There is a guide on Canvas (in Files) with content notes to provide advanced warning of difficult content, but please let me know if you have any questions or concerns.

Our Classroom Community:

WWU is situated on the ancestral homelands of the Indigenous Peoples of the Salish Sea basin and the North Cascades watershed. I acknowledge the Lummi Nation and Nooksack Tribe communities, their elders both past and present, as well as future generations, and commit to the process of working to dismantle the ongoing legacies of settler colonialism. I am committed to establishing and maintaining a classroom community that is inclusive, equitable, and respectful for all students. In this community we will engage in mindful, reflective, and accountable dialogue on many difficult topics. Learning includes being able to explore a variety of perspectives—while students' expressed ideas may vary and/or be opposed to one another, it is important for all of us to listen and engage respectfully. Please remember to be empathetic and to prioritize respect and consideration in any context in which your views could damage the well-being of someone else. If you have any questions or concerns, please speak to me.

Module Schedule (Schedule is subject to change; any changes will be announced on Canvas)

<p>Week 1</p> <p>April 2</p> <p>April 4</p>	<p style="text-align: center;"><u>Introduction to the Class</u></p> <p>Introduction to the Course</p> <ul style="list-style-type: none"> ● Read through Course Syllabus <p>Introduction to the Study of ‘Western Civilization’</p> <ul style="list-style-type: none"> ● Scarre and Fagan ch. 1, The Study of Civilization ● Livy, Prologue <p style="text-align: center;">** Course Expectations April 6 **</p> <p style="text-align: center;">** Creative Assignment 1 Due April 6 **</p>
<p>Week 2</p> <p>April 7</p> <p>April 9</p> <p>April 11</p>	<p style="text-align: center;"><u>Early Complex Society</u></p> <p>The Neolithic Revolution – the Development of Agriculture</p> <ul style="list-style-type: none"> ● Scarre ch. 5, The World Transformed ● Watch “A Brief History of Dogs” by David Ian Howe ● Watch “History Through the Eyes of a Chicken” by Chris A. Kniesly <p>Emerging Complexity – Craft Specialization and the Origin of Writing</p> <ul style="list-style-type: none"> ● Watch “Who Was the World's First Author?” by Soraya Field Fiorio <p>The Origin of Urban Society – Mesopotamia in the Fourth Millennium</p> <ul style="list-style-type: none"> ● Dalley, The Epic of Gilgamesh ● Black et al, The Marriage of Martu <p style="text-align: center;">**Reading Response 1 Due April 13**</p>
<p>Week 3</p> <p>April 14</p> <p>April 16</p> <p>April 18</p>	<p style="text-align: center;"><u>Mesopotamian States and Empires</u></p> <p>The Rise of States – Mesopotamia in the Third and Second Millennia</p> <ul style="list-style-type: none"> ● Pritchard, The Curse of Agade ● Michel, Kanesh Letters <p>The Growth of Empires – Mesopotamia in the First Millennium</p> <ul style="list-style-type: none"> ● Michalowski, Translation of the Cyrus Cylinder ● Pritchard, Sargon II: The Fall of Samaria; Sennacherib: The Siege of Jerusalem ● Watch “The Rise and Fall of the Assyrian Empire” by Marian H. Feldman <p>Structuring Society – Laws and Cosmogonies</p> <ul style="list-style-type: none"> ● Dalley, Atrahasis ● Dalley, The Epic of Creation ● NOAB, Genesis 1–3; 6–9 ● Apollodorus Book I.1–I.7 (Theogony and the Flood)

	<ul style="list-style-type: none"> • Watch “The Myth of Prometheus” by Iseult Gillespie
Week 4	<u>Ancient Egypt on the Nile</u>
April 21	Ancient Egypt and its Environment <ul style="list-style-type: none"> • Parkinson, Introduction
April 23	Religion in Ancient Egypt <ul style="list-style-type: none"> • Parkinson, The Dialogue of a Man and his Soul • Simpson, Book of the Dead 125 • Watch “The Egyptian Book of the Dead: A Guidebook for the Underworld” by Tejal Gala • Take Virtual Tours through the Tomb of Menna and the Tomb of Seti I
April 25	In-class Writing Activity ** Research Worksheet Due April 27 **
Week 5	<u>Egypt and their Neighbours</u>
April 28	Kingship and Ideology <ul style="list-style-type: none"> • Parkinson, The Tale of King Cheops’ Court • Selection of autobiographies from the Old Kingdom (Simpson trans.) and First Intermediate Period (Lichtheim trans.) • Watch “The Pharaoh that Wouldn't be Forgotten” by Kate Green
April 30	Egypt and their Neighbors – Trade, Warfare, and Diplomacy <ul style="list-style-type: none"> • Moran, Selected Amarna Letters
May 2	Community and Identity in Ancient Egypt <ul style="list-style-type: none"> • Parkinson, the Tale of Sinuhe • Parkinson, The Loyalist Teaching ** Reading Response 2 Due May 4 **
Week 6	<u>Early Greece and the Age of Heroes</u>
May 5	Bronze Age Aegean – Minoan Crete and Mycenaean Greece <ul style="list-style-type: none"> • Homer, Iliad I.1–244, XXII • Watch “Did Ancient Troy Really Exist?” by Einav Zamir Dembin • Watch “The Myth of Hercules” by Alex Gendler • <i>Optional: Homer, Iliad XXIII–XXIV</i>
May 7	Archaic Greece – Greece in Development <ul style="list-style-type: none"> • Hesiod, Works and Days • Pindar, Olympian Ode 1 • Watch “The Ancient Origin of the Olympics” by Armand D'Angour

May 9	<p>The Greco-Persian Wars – An Empire in the Making</p> <ul style="list-style-type: none"> ● Herodotus, The Histories: Solon and Croesus, the Hellespont, Xerxes and Demaratus, Thermopylae ● Watch “This is Sparta” by Craig Zimmer
Week 7	<p style="text-align: center;"><u>Culture and Conflict in the Classical Period</u></p>
May 12	<p>Classical Greece – The Golden Age of Athens</p> <ul style="list-style-type: none"> ● (Pseudo-)Xenophon, The Constitution of the Athenians ● Aristotle, Politics I.XII–XIII ● Watch “An Introduction to Greek Tragedy” by National Theatre Live ● Watch “The Battle of the Greek Tragedies” by Melanie Sirof
May 14	<p>The Athenian Empire and the Peloponnesian War</p> <ul style="list-style-type: none"> ● Thucydides, History of the Peloponnesian War: Pericles’ Funeral Speech, The Melian Dialogue ● Plato, Apology ● Watch “A Day in the Life of an Ancient Athenian” by Robert Garland
May 16	<p>The Costs of War</p> <ul style="list-style-type: none"> ● Euripides, The Trojan Women (WWU Ebook by Shapiro and Burian) ● Aristophanes, Lysistrata (Selections) ● Watch “Why is Aristophanes called ‘The Father of Comedy?’” by Mark Robinson <p style="text-align: center;">** Reading Response 3 Due May 18**</p>
Week 8	<p style="text-align: center;"><u>The Birth of Rome</u></p>
May 19	<p>The Foundation of Rome and the Roman Republic</p> <ul style="list-style-type: none"> ● Virgil, Aeneid I.1–49, IV ● Livy, Early History of Rome I.1–10
May 21	<p>From Civil Wars to the Principate</p> <ul style="list-style-type: none"> ● Cicero, Against Verres ● Cicero, The Second Philippic Against Antony ● Watch “History vs. Augustus” by Peta Greenfield & Alex Gendler
May 23	<p>* No Class meeting *</p> <p style="text-align: center;">** Creative Assignment 2 Due May 25 **</p>
Week 9	<p style="text-align: center;"><u>Rome and its ‘World Empire’</u></p>
May 26	<p>*No Class – Memorial Day Holiday*</p>
May 28	<p>The Roman Empire</p> <ul style="list-style-type: none"> ● Suetonius, Life of Caligula (15–22, 25–32, and 50–60)

May 30	<ul style="list-style-type: none"> ● Tacitus, Annals XIII.45–47, XIV.1–16 ● Watch “A Day in the Life of a Roman Soldier” by Robert Garland <p>Ethics, Justice, and Obligations</p> <ul style="list-style-type: none"> ● Plato, Crito ● Cicero, On Duties III, Parts I–IV, IX–XI ● Marcus Aurelius, Meditations II ● Watch “The Murder of ancient Alexandria's greatest scholar” by Soraya Field Fiorio <p style="text-align: center;">** Reading Response 4 Due June 1 **</p>
<p>Week 10</p> <p>June 2</p> <p>June 4</p> <p>June 6</p>	<p style="text-align: center;"><u>Western Civilization and its Legacy</u></p> <p>Classicism, Appropriation, and the Media</p> <ul style="list-style-type: none"> ● Paule, The Whitening Thief ● Dhindsa, The Carters' APESHIT gave me a glimpse of the postcolonial museum ● Watch “ApeShit” by the Carters <p>Museums, Repatriation, and Ownership of the Past</p> <ul style="list-style-type: none"> ● Statements on the Parthenon Marbles by the Greek Government and British Museum ● Watch “The Problem with Museums” by PBS’ Origin of Everything ● Watch “Egypt’s Dispersed Heritage” with Heba Abd el Gawad <p>Western Civilization in the Modern Imagination</p> <ul style="list-style-type: none"> ● Appiah, There is No Such Thing as Western Civilization <p style="text-align: center;">**CA3 – Virtual Museum Tour Due June 8**</p>
Exam Week	<p style="text-align: center;">**No Exams**</p> <p style="text-align: center;">** Final Course Reflections Due Monday June 9 **</p>

ADDITIONAL COURSE READING – SOURCES

Appiah, K.A. 2016, Nov 9. “There is no Such Thing as Western Civilization.” *The Guardian*.
<https://www.theguardian.com/world/2016/nov/09/western-civilisation-appiah-reith-lecture>

Apollodorus. 1997. *The Library of Greek Mythology*. R. Hard trans. Oxford: Oxford University Press.

- Aristophanes. 2017. *Lysistrata*. I. Johnston trans. Accessed March 16, 2018.
<http://johnstoniatexts.x10host.com/aristophanes/lysistratahtml.html>
- Aristotle. 1999. *Politics*. B. Jowett trans. Kitchener: Batoche Books.
- Black, J.A., Cunningham, G., Fluckiger-Hawker, E, Robson, E., and Zólyomi, G. 1998–. “The Marriage of Martu.” *The Electronic Text Corpus of Sumerian Literature* (<http://www-etcsl.orient.ox.ac.uk/>).
- Dhindsa, H. 2018, 16 June. “[The Carters’ APESHIT Gave Me a Glimpse of the Postcolonial Museum](#).” *The Sportula Europe*.
- Euripides. 2009. *Trojan Women*. A. Shapiro trans., with introduction and notes by P. Burian. Oxford: Oxford University Press.
- Herodotus. 1954. *The Histories*. A. de Sélincourt trans. London: Penguin Books.
- Hesiod. 2017. *The Poems of Hesiod: Theogony, Works and Days, and the Shield of Herakles*. Barry B. Powell trans. Oakland: University of California Press.
- Homer. 2010. *Iliad*. I. Johnston trans. Accessed March 16, 2021.
http://johnstoniatexts.x10host.com/homer/iliad_title.html
- Lichtheim, M. 2006. *Ancient Egyptian Literature*. Vol. 1, *The Old and Middle Kingdoms*. Los Angeles: University of California Press.
- Livy. 1960. *The Early History of Rome*. A. de Sélincourt trans. London: Penguin Books.
- Marcus Aurelius. 2008. *The Meditations of the Emperor Marcus Aurelius*. F. Hutcheson and J. Moor trans. Natural Law and Enlightenment Classics. Indianapolis: Liberty Fund.
- Michalowski, P. 2006. “Achaemenid Period Historical Texts Concerning Mesopotamia.” In *Historical Sources in Translation: The Ancient Near East*, M. Chavalas ed., 407–30. West Sussex: Wiley Blackwell.
- Michel, C. 2014. “Akkadian Texts—Women in Letters: Old Assyrian Kaniš.” In *Women in the Ancient Near East: A Sourcebook*, M. Chavalas ed., 205–12. London: Routledge.
- Moran, W.L. 1987. *The Amarna Letters*. Baltimore: Johns Hopkins University Press.
- Paule, M.T. 2020, Jan 22. “The Whitening Thief: Latent White Supremacy in Percy Jackson.” *Eidolon*. <https://eidolon.pub/the-whitening-thief-1f5f70e74cac>
- Pindar. *Odes*. Diane Arnsion Svarlien trans. Perseus Project, 1990.
<http://www.perseus.tufts.edu/hopper/text?doc=Pind.%20O.%201&lang=original>
- Pritchard, J.B., ed. 2011. *The Ancient Near East: An Anthology of Texts and Pictures*. Princeton: Princeton University Press.
- Scarre, C., ed. 2018. *The Human Past: World Prehistory and the Development of Human Societies*. London: Thames & Hudson.
- Scarre, C., and B.M. Fagan. 2016. *Ancient Civilizations*. 4th ed. Upper Saddle River: Pearson Education, Inc.

- Simpson, W.K., ed. 2003. *Literature of Ancient Egypt: An Anthology of Stories, Instructions, Stelae, Autobiographies, and Poetry*. 3rd ed. New Haven: Yale University Press.
- Suetonius. 2000. *Lives of the Caesars*. C. Edwards trans. Oxford: Oxford University Press.
- Tacitus. 1971. *The Annals of Imperial Rome*. M. Grant Trans. London: Penguin Books.
- Thucydides. 1954. *History of the Peloponnesian War*. R. Warner trans. New York: Penguin Books.
- Virgil. 2006. *The Aeneid*. R. Fagles trans. New York: Penguin Books.
- Xenophon. 1984. *Xenophon in Seven Volumes*. Vol. 7. E.C. Marchant trans. Loeb 183. Cambridge: Harvard University Press.

PRIMARY SOURCES AVAILABLE ONLINE:

The Holy Bible: Revised Standard Version, e-text available from the Electronic Texts Center, University of Virginia <<http://quod.lib.umich.edu/r/rsv/browse.html>>.

Many Egyptian texts are available on UCL's *Digital Egypt for Universities* website: <http://www.ucl.ac.uk/museums-static/digitalegypt/literature/index.html>

Many Classical texts are available online on the Perseus Digital Library: <http://www.perseus.tufts.edu/hopper/>

Technical Support

If you experience technical difficulties, please contact the WWU Academic Technology and User Services (ATUS) Help Desk—you can call, chat, or email. Helpful information is also available on the ATUS Canvas Help webpage.

ATUS Help Desk: <https://atus.wvu.edu/help-desk>

ATUS Canvas Help: <https://atus.wvu.edu/learning-systems/canvas-help>

Class material falls under copyright law; recording and posting class sessions without the permission of the instructor is against university policy and betrays the privacy of your classmates. If you would like for sessions to be recorded as part of an accommodation, please speak to me and contact the Disability Access.

Accommodation:

Western is committed to equal opportunity and non-discrimination in all programs and activities. Student accommodations or services are determined on an individual basis and are modified to meet the unique needs of the student and their academic experience. Requests for accommodation should be established within the first week of class and arranged through disAbility Resources for Students: telephone 360-650-3083; email drs@wwu.edu; and at <http://www.wvu.edu/disability/>. Please provide notification within the first two weeks of class

for expected absences due to holidays/activities for reasons of faith or conscience (further information on accommodation can be found here: <https://syllabi.wvu.edu/>).

Western encourages students to seek assistance and support at the onset of an illness, difficulty, or crisis.

- In the case of a medical concern or question, please contact the Health Center: 360-650-3400 or visit http://www.wvu.edu/chw/student_health/.
- In the case of an emotional or psychological concern or question, please contact the Counseling Center: 360-650-3400 or visit <https://counseling.wvu.edu/students>.
- In the case of a health and safety concern, please contact the University Police: 360-650-3555 or visit <http://www.wvu.edu/ps/police/index.shtml>.
- In the case of a family or personal crisis or emergency, please contact the Office of Student Life: 360-650-3706 or visit <https://wp.wvu.edu/officeofstudentlife/>
- For food or shelter assistance WWU and Bellingham have a number of resources available: http://www.finaid.wvu.edu/client_services/pages/resources/food_and_shelter.php
- To seek confidential support related to sexual violence, please contact http://www.wvu.edu/pws/about_casas.shtml (360-650-3700), the Student Health Center, and/or the Counseling Center. To report sexual violence, please contact University Police, Bellingham Police, and/or the <https://wp.wvu.edu/sexualviolence/> in Western's Equal Opportunity Office (360-650-3307). Faculty are responsible employees who are required to report sex discrimination, including sexual violence that they learn about to the Title IX Coordinator.
- Individuals who believe they have been subject to discrimination are encouraged to contact the Equal Opportunity Office (Old Main 345): 360-650-3307 (voice) or eo@wvu.edu. The Vice Provost, EO, is the University's Title IX and ADA Coordinator.
- Associated Service (AS; <http://as.wvu.edu/>) has a number of communities of support on campus. The AS encourages a fulfilling academic experience through the services, facilities and programs it offers. Some available communities are:
 - The Ethnic Student Center (Viking Union 420): <http://as.wvu.edu/esc/>
 - The Queer Resource Center (Viking Union 515): <http://as.wvu.edu/qrc/>
 - The Women's Center (Viking Union 514): <http://as.wvu.edu/womxn/>
 - Veteran Outreach Center (Old Main 280): <http://as.wvu.edu/voc/>
 - Social Issues Resources Center (Viking Union 512): <http://as.wvu.edu/socialissues/>
 - Resource and Outreach Programs (Viking Union 511): <http://as.wvu.edu/rop/>

Academic Integrity:

Integrity applies to all of the principles, values, and behaviors that contribute to good character, including, for example, honesty, fairness, respect, courage, and responsibility. We exhibit integrity within the classroom by taking credit only for work we have done and crediting the work of others. Similarly, we demonstrate integrity by treating one another with fairness and

respect regardless of the setting. We, the faculty, students, administration, and staff of Western Washington University, are deeply committed to integrity as a fundamental principle of education. This can only be achieved when we commit to integrity throughout all of our activities at the University, including our work, academics, and campus life. To this end, each of us has a responsibility to be fair and honest. As a community of students, faculty, staff, and administrators, we recognize that our actions reflect on each of us as individuals, and on Western as a whole. As such, we honor integrity as vital to our community and the ideals of liberal education.

A more detailed description of academic integrity, including the University's policies and procedures, may be found at <http://www.wwu.edu/integrity/>.

Plagiarism:

** Before you begin, be sure that you understand the assignment. If you have any questions, please ask the instructor **

For WWU's citation guide, see: http://libguides.wwu.edu/citation_style. WWU supports the use of the open-source software Zotero for research management and citation building: <http://libguides.wwu.edu/zotero>

1. Be sure you understand the university's definition of *plagiarism*:

Plagiarism is presenting as one's own in whole or in part the argument, language, creations, conclusions, or scientific data of another without explicit acknowledgement. If you submit or present as your own the written or oral work of someone else you are guilty of plagiarism. This also includes the resubmission of a student's own work in identical or similar form (a student may use the same or substantially the same work for assignments in two or more courses only with written permission from the instructors of all the classes involved). For more information, please see the WWU guide on plagiarism: <http://libguides.wwu.edu/plagiarism>.

2. Many course assignments may require that you consult and incorporate the words and ideas of other writers.

If you are unsure about how to credit other authors properly, ask or check a writing guide (i.e. MLA, APA, Chicago) or the WWU Writing and Style Manual (<http://libguides.wwu.edu/c.php?g=308303&p=2056069>).

3. Be sure that you understand the consequences of plagiarism:

- a) Plagiarism is the theft of intellectual property, just like shoplifting is theft of merchandise.
- b) Plagiarism diminishes the quality of the learning experience of yourself and your classmates.
- c) Plagiarism serves to undermine the value of a degree from WWU.
- d) When you plagiarize you will most likely be caught. Instructors are required by the university to report cases of suspected plagiarism. Academic misconduct can result in a failing

grade and a notation of academic discipline on the student's record. Repeated acts of plagiarism can lead to dismissal from the university.

4. If at any point if you feel unable to complete an assignment, please:

a) Visit the WWU Research and Writing Studio (360-650-3219; <http://library.wvu.edu/rws>). The Writing Studio can help with all stages of paper writing (topic selection and development, paper organization, grammar, etc.).

b) Make an appointment to discuss your situation with me during office hours. Your professors are invested in helping you successfully complete the course while maintaining academic integrity.