

## HISTORY 151: WORLD HISTORY TO 1500

3 credits

T / Th: 1:14—2:33pm (CRN #61016)

Castle High School Room #36

**INSTRUCTOR:**

Malia Lau Kong

**OFFICE:**

Palanakila 136

**OFFICE HOURS:**

T / Th: 2:33—3:03pm

Also by appointment

**EMAIL:**

maliakon@hawaii.edu

**PHONE NUMBER:**

236-9132

**EFFECTIVE DATE:**

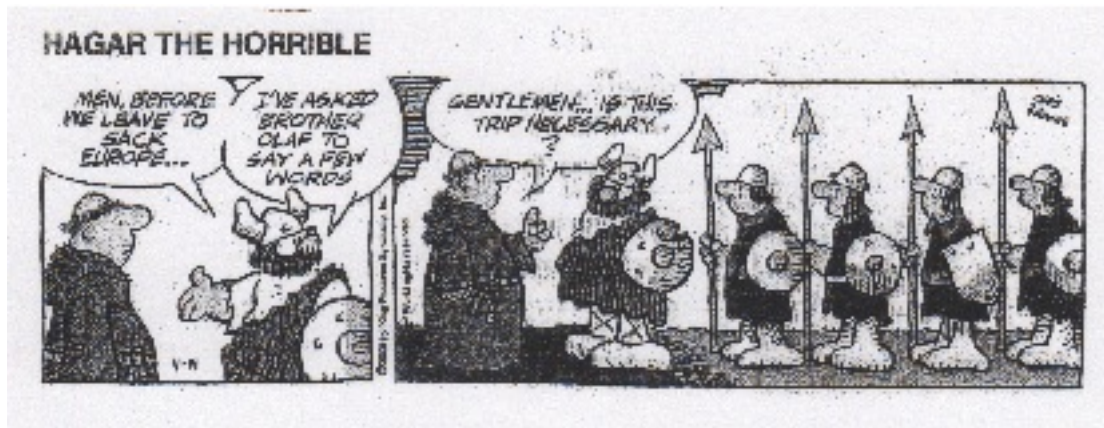
Spring 2016

### WINDWARD COMMUNITY COLLEGE MISSION STATEMENT

*Windward Community College offers innovative programs in the arts and sciences and opportunities to gain knowledge and understanding of Hawai'i and its unique heritage. With a special commitment to support the access and educational needs of Native Hawaiians, we provide O'ahu's Ko'olau region and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment — inspiring students to excellence.*

### CATALOG DESCRIPTION

A global and historical survey focusing on human societies and cross-cultural interactions to 1500 C.E. (3 hours lecture)  
WCC: FG



### FOUNDATION REQUIREMENT AND HALLMARKS

HIST 151 fulfills 3 credits in Group A of the General Education requirement (Foundations: Global and Multicultural Perspectives) for both an A.A. degree at WCC and a Bachelor's degree at UH Manoa. Consequently, it meets the following hallmarks of global and multicultural perspectives:

1. provide students with a large-scale analysis of human development and change over time.
2. analyze the development of human societies and their cultural traditions through time in different regions (including Africa, the Americas, Asia, Europe and Oceania.)
3. offer a broad, integrated analysis of cultural, economic, political, scientific and/or social development that recognizes the diversity of human societies and their cultural traditions.
4. examine processes of cross-cultural interaction and exchange that have linked the world's peoples through time while recognizing diversity.

5. include at least one component on Hawaiian, Pacific, or Asian societies and their cultural traditions.
6. engage students in the study and analysis of writings, narratives, texts, artifacts, and/or practices that represent the perspectives of different societies and cultural traditions.

### STUDENT LEARNING OUTCOMES

The student learning outcomes (SLOs) for the course are:

1. Identify important individuals, places, organizations and concepts in pre-modern world history.
2. Arrange, in chronological order, significant events in world history.
3. Describe and analyze global processes from prehistory to 1500 C.E. (e.g human migration, ecological forces, spread of world religions, creation of empires.)
4. Explain cause and effect relationships in history.
5. Compare and contrast historical experiences across cultures and time.
6. Relate historical events to contemporary issues and events.



### COURSE TASKS

Welcome to the wonderful world of history—where we will make the past come to life as we explore the histories of the various peoples of the world in order to become better informed citizens and make our modern, global world more meaningful! As we look into the past, it may be helpful to view history as a movie—full of characters, with some playing significant roles and others playing supporting ones, drama, and significant events. Together, then, we will analyze this movie called history, highlighting the important individuals, concepts/ideas, places, societies, events, and all the drama that went along with this. As we explore the drama of the past, the class will focus on the **development of diverse cultures, similarities & differences** between these cultures, and the **connections & conflicts** that have arisen between these cultures.

The class will be centered around the following course tasks, that serve as both learning and assessment tools, for the purpose of measuring your learning and your ability to meet the course SLOs.

- ✓ Take **2** Exams. The purpose of these exams is to assess your critical thinking, reading comprehension, memorization, and writing skills regarding the material covered in class up to the moment of the exam. Exams will consist of a mixture of relevancy short written answer questions, matching, true/false, multiple choice, &/or essay. Although these exams will make use of your **resourcefulness** and you will be allowed to utilize **1 4" x 6"** notecard, double-sided, typed or printed on the exam, it is highly recommended that you do not wait until the night before the exam to start studying. One helpful way of remembering material is to both review what we covered in class & rewrite your notes from class after the class. **Exams are to be taken when scheduled.** Make-up exams will only be given in cases of **SERIOUS** illness (with a doctor's note) or valid emergency. If you are unable to take the scheduled exam, I **expect** you or a family member to **immediately** contact me before or on the day of the scheduled exam. **No make-up exam will be scheduled without you contacting me in a timely manner. However, in terms of the final exam (Exam #2), if you miss the final exam, you will NOT be able to reschedule the final exam, regardless of reason, and you will fail the class as final grades need to be turned in ASAP.** Each exam is worth up to 80 points.

- ✓ Complete **11** Primary Source Investigation Worksheets (PSIW) for homework. These worksheets will ask you to play the role of a historian by evaluating, analyzing, and reflecting upon assigned primary source readings. They are designed to introduce you to issues that will be covered in the following class period. Note that you are to complete only the specified parts for homework as the other parts will be completed in-class. Additionally, they also serve the purpose of developing your critical thinking and writing skills. The source readings for your PSIW's are found in the Course Reader (CR) for the class unless otherwise noted. Each worksheet is worth 4 points. Please note that if any 2 or more worksheets are completed exactly alike, a **zero** will result. These worksheets are due on specific days according to the class schedule. There is a 48-hour "grace period" for turning this in late for a grade. After this grace period, late PSIW's will be accepted until the last day of instruction with a 25% point penalty.
  
- ✓ Complete the **Real World Scenario: The Freedom vs. Security Challenge**. This typed, grammatically & mechanically correct assignment is worth 50 points total and will be due on **Thursday, April 28, 2016** (you may turn this in by email but only if it is in either Word or PDF format).
  - For this assignment, you will need to come up with a written proposal of **no more than 600 words** that advises the U.S. President on how he should 1) confront the security threat posed by potential & real terrorists, and 2) keep the country safe. In order to do this, the President expects you to ponder the pros & cons to giving up some constitutional rights & freedoms in favor of a more secure society by utilizing historical examples from Pre-Modern History and relating these historical examples to real-life current events. The historical examples & current events that must be incorporated into your answer will come from PSIW's #1, #2, #3, #4, #5, #6, & #7 and other to-be-determined primary & secondary sources that we utilize throughout the semester.
  - The Real World Scenario is due on Thursday, April 28, 2016. There is a 48-hour "grace period" for turning this in late for a grade. After this grace period, late Real World Scenarios will be accepted until the last day of instruction with a 25% point penalty.
  - On the same day that the Real World Scenario is due, you will share your recommendations with the class & there will be an informal debate on the merits of different viewpoints. Participation in this class makes up 5 points of the 50-point total for the assignment. Due to the participatory nature of this part of the assignment, the 5-points will not be able to be made up regardless of reason if absent from this class.
  
- ✓ Complete the **Real World Assignment: Cover Letter & Resume for a Historical Warrior**. This typed, grammatically & mechanically correct assignment is worth 35 points total and will be due on **Tuesday, April 12, 2016** (you may turn this in by email but only if it is in either Word or PDF format). **Be sure to read the guidelines (attached to the syllabus) for more information on this assignment. Please note that if you read the guidelines in the Course Reader, some information may be incorrect. See me if you have any questions.**
  - For this assignment, you must pick a historical (or mythological) individual (pre-1500 CE; however, if you choose an individual from Hawai'i, it can be pre-1819 CE) that was also a proven warrior. Pretending that you are this person, you are to **create a cover letter and resume for this person if he/she were applying for a job. No more than one person per historical warrior. If you have a historical person in mind, you should sign up for that person ASAP by contacting me as it will be first come, first choice.** I will post a list of those chosen individuals in the Homepage of our Lualaba site. Once the name of an individual is listed on the Homepage, you are no longer able to pick that person. If you are unsure of a historical person, please contact me. Be sure that you also read pages 5—7 in your CR for more detail on how to complete this assignment.
  - The Real World Assignment is due on Tuesday, April 12, 2016. Late submissions will NOT be considered for the job. However, there is a 48-hour "grace period" for turning this in late for a grade. After this grace period, late Real World Assignments will be accepted until the last day of instruction with a 25% point penalty.
  - Please note that after the 48-hour grace period, I will photocopy all Cover Letters & Resumes, giving you a hardcopy of all Cover Letters & Resumes for you to read through in order to prepare for the designated class period in which the Historical Warriors are discussed (participation in this class makes up 5 points of the 35-point total for the assignment; note that due to the participatory nature of this part of the assignment, the 5-points will not be able to be made up regardless of reason if absent from this class). A portion of Exam #2 will cover the Historical Warriors that you learn about.

- ✓ Complete a variety of in-class activities. This includes focused free-writes, Video Exploration Assignments, role-playing activities and group assignments. These activities will rely heavily on you being prepared for class (i.e., having read the assigned readings). The purpose of these activities is to enable you to process, synthesize, and analyze the information that you read for homework (which then builds your critical thinking skills!). Sometimes I will collect your written work from class; sometimes I will not. When I collect your written work, sometimes I will give you written feedback, and at other times, I will just give you a checkmark indicating credit. Groups will typically consist of 3-4 members, and will be randomly assigned. Upon completion of group assignments, one member of the group will be expected to report back to the entire class. Some classes will involve large class discussions where everyone will be expected to contribute to the discussion. Be prepared to answer questions if called upon. Activities will be graded with a “+” (good) or “-” (needs work). Some activities will be graded on a group basis, at other times, on an individual basis. **Since all of these assignments require being present for class, you will NOT be able to make-up these assignments, regardless of reason, if class is missed. However,** your first 4 absences will automatically be excused (meaning you do not lose any points for these days) & you will be able to makeup the points missed for these classes. On the other hand, any absences beyond these first 4 absences **will NOT be excused, regardless of reason. Furthermore, for every 6 classes missed, your final grade is automatically lowered by 1 letter grade (unless you had extenuating circumstances such as a major illness or family emergency).**
- ✓ Participate in class by being physically, as well as mentally, present and respectful of others. This includes turning off your cell phone, not talking story with friends, not listening to music, and coming to class on time. This also includes not monopolizing class discussion with your own point-of-view and not being respectful of what your classmates have to say. Negative comments will **NOT** be tolerated. Furthermore, any inappropriate behavior, including trying to be the class-clown, will result in immediate expulsion from the class. Hence, please be respectful of your classmates, thus fostering a positive learning environment!
- ✓ **Always be respectful** of one another. This includes turning off your cell phone, not talking story with your friends, and not monopolizing class discussion with your own POV. Furthermore, one of WCC’s core values is *Ho’ihi* (Respect). This includes cultural awareness & aloha, student voice, ‘ohana-style inclusiveness, and LGBTI Safe Zones. Hence, if you conduct yourself in a way that disparages others, then you are in direct violation of the Student Code of Conduct and you will be dealt with appropriately (which could mean removal from class).

#### ASSESSMENT TASKS AND GRADING

*2 Exams	x 80 points each	=	160 points	(50% of final grade)
*Real World Scenario: Freedom & Security		=	50 points	(16% of final grade)
*Real World Assignment: Cover Letter & Resume		=	35 points	(11% of final grade)
*11 PSIWs	x 4 points each	=	44 points	(14% of final grade)
*In-Class Activities (incl. in-class work, Respect, Part.)		=	31 points	(9% of final grade)
		=	320 points possible	

***\*Everyone starts the class with an “A” (320 points)!  
What you do with your “A” is now up to you!***

To keep your	You can’t lose more than	Which means
<b>A</b>	32 points	A = 288 points & above
<b>B</b>	64 points	B = 256 points & above
<b>C</b>	96 points	C = 224 points & above
<b>D</b>	128 points	D = 192 points & above

\*You may keep track of your grade in our class’s Lulima site under the Gradebook option.

\*(Hopefully, this will not happen, but if it turns out that more than 128 points is lost, an “F” for the class will result.)

\*The “N” grade is only given in circumstances in which the student has worked conscientiously, attended regularly, finished all work, fulfilled course responsibilities, and has made measurable progress. However, either the student has

not achieved the minimal student learning outcomes and is not prepared to succeed at the next level, or the student has made consistent progress in class but is unable to complete the class due to extenuating circumstances, such as major health, personal, or family emergencies. The “N” grade is **NOT** given in circumstances in which you have NOT made consistent progress in the class &/or attended class regularly.

### REQUIRED LEARNING RESOURCES

**TEXT TO BORROW FROM INSTRUCTOR WITH SIGNED AGREEMENT TO RETURN TEXT AT END OF SEMESTER:** Edward H. Judge & John W. Langdon, *Connections: A World History*, Volume 1.

### METHOD OF INSTRUCTION

- ❖ This course was constructed using the *backward-design method*. The fundamental principle of backward design is finding out what the instructor wants the student to know, and *then* constructing the course around what it is that the student should know. From this point onward, the course becomes *assignment-centered* in which the focus of the course will be on you, the student, learning what you need to learn in order to do well on assignments & exams. You will learn this through a variety of methods, including textbook & primary source readings, free-writes, small-group assignments, large group discussions, video presentations, and mini-lectures.
- ❖ This course also relies on the *writing-across-the-curriculum* pedagogy. In this pedagogy, you will use writing to help you critically think about history. By doing so, you will be gaining critical thinking skills that you can apply to all aspects of your life.
- ❖ As the student, ask yourself if this is the right method of instruction for you. If you like learning by **doing**, then this class is for you (i.e., you are an **active learner**)! If you prefer a more *passive* learning style (i.e., you like lecture-oriented classes that just require you to take notes), then this class is *not* for you.
- ❖ Classes will be devoted to student-active teaching methods. One of the least effective ways of teaching is the lecture since studies have shown that after just 10 minutes of a lecture, students become increasingly bored, confused, and restless. Thus, lectures will be kept to a maximum of 10 minutes, and the class will continually switch between group assignments and individual exercises. Furthermore, the class will **never** be merely a review of these assigned readings since any rational student would probably just attend class to learn the material. Thus, assigned readings and homework are expected to be completed **before** class since class activities will “build” upon them.
- ❖ The course will expect that you are able to independently read and comprehend the “facts” on your own. Again, class will never be a review of the “facts” that are learned by reading the textbook. Instead, class will be devoted to exercises that engage the brain at a higher cognitive level (i.e., application, analysis, evaluation, etc.). In other words, the “facts” that you learned on your own will then be analyzed through the questions of *why, how, and what’s the significance?*
- ❖ The course will be guided by the principle that it is better to cover the material in a **mile-deep** manner than a *mile-wide* one. In other words, rather than “covering” the material, we will **uncover** it! Although the class may utilize PowerPoints at times to uncover the material (i.e., understand the material), in-class activities will intersect through the PowerPoints in order to make the class learner-centered.

### RECOMMENDATIONS THAT WILL HELP YOU IN THIS CLASS

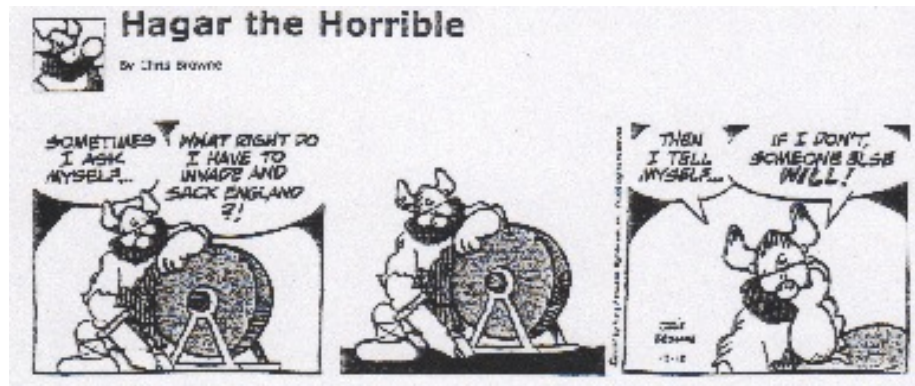
1. This class requires a lot of reading, writing, and thinking! Some days you will have A LOT of reading for homework so please plan accordingly. Furthermore, since we will move at an extremely fast pace, it is crucial for you to keep up with readings and homework assignments.
2. Ask questions if you don’t understand and definitely let me know if you are having any problems in the class.
3. Faithfully attend class.
4. Always take notes! This includes anything that is written on the board, viewed on the overhead projector, and gleaned from videos.

5. Bring both your textbook to every class. We will typically refer back to both your textbook and course reader during class. Also, these books will help you complete in-class assignments.

**\*This class is designed to be accessible to ALL students. Thus, please take note of the following statement:**

#### DISABILITIES ACCOMMODATION STATEMENT

If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to fully participate in this class, you are encouraged to contact the Disability Specialist Counselor to discuss reasonable accommodations that will help you succeed in this class. Ann Lemke can be reached at 235-7448, [lemke@hawaii.edu](mailto:lemke@hawaii.edu), or you may stop by Hale 'Akoakoa 213 for more information.



#### CLASS SCHEDULE\*

*\*Note: Class schedule is subject to change. All changes will be announced in class.*

DATE	ASSIGNMENTS DUE ON THIS DAY	REQUIRED PREPATORY TEXTBOOK (TXT) READINGS FOR THIS DAY *Other Supplemental Readings to read for homework will be handed out as needed	CORRESPONDING CLASSROOM TOPICS & EVENTS FOR THIS DAY
Week 1: T 1/12			Welcome to History 151! Introduction to the course & getting to know one another
Th 1/14		TXT: Chapter 1, all pages	Lesson #1: The Emergence of Human Societies
F 1/15	<b>*Last day for 100% refund &amp; to register</b>		
Week 2: T 1/19		TXT: Chapter 2, all pages	Lesson #2: The Birth of Complex Society in Mesopotamia
Th 1/21			Lesson #2: The Birth of Complex Society in

			Mesopotamia
Week 3: T 1/26	<b>PSIW #1: <i>The Assyrian Military Machine</i> DUE</b>		Lesson #3: The Might That Was Assyria
Th 1/28			Lesson #4: The Birth of Complex Society in Egypt
Week 4: M 2/1	<b>*Last day to drop &amp; receive 50% refund; *Last day to drop with NO "W"</b>		
T 2/2		TXT: Chapter 3, all pages	Lesson #5: India: Escaping the Wheel of Life
Th 2/4			Lesson #5: India: Escaping the Wheel of Life
Week 5: T 2/9	<b>PSIW #2: Sun Tzu, <i>The Art of War</i> DUE</b>	TXT: Chapter 4, all pages	Lesson #6: China's Mandate from Heaven
Th 2/22	<b>PSIW #3: Sima Qian, <i>The Legalist Policies of the Qin</i> DUE</b>		Lesson #6: China's Mandate from Heaven
Week 6: T 2/16		TXT: Chapter 5, all pages	Lesson #7: Mesoamerica: Blood, Sacrifice, & The End of the World; Lesson #8: Voyaging Canoes & New Worlds: The Settling of Hawai'i
Th 2/18		TXT: Chapter 6, all pages	Lesson #9: The Might That Was Persia: God-Kings & Human Rights
Week 7: T 2/23		TXT: Chapter 7, all pages	Lesson #10: Ancient Greece: Heroic Warriors & The Birth of the Polis
Th 2/25	<b>PSIW #4: Herodotus, <i>Xerxes Invades Greece</i> DUE</b>		Lesson #11: Cross-Cultural Conflict: Persia Invades Greece

Week 8: M 2/29	<b>PSIW #5: Thucydides, <i>Pericles' Funeral Oration</i> (CR: pgs. 52–55) DUE</b>		Lesson #12: Alexander the Great Conquers Persia
Th 3/3			<b>Extra Credit Game Day &amp; Review for Exam #1</b>

Week 9: T 3/8			<b>Exam #1</b>
Th 3/10	<b>PSIW #6: Tacitus, <i>On Corruption in the Early Roman Empire</i> (CR: pg. 59) DUE</b>	TXT: Chapter 8, all pages CR: pgs. 57–73 & 104–106	Lesson #13: From Roman Republic to Empire

Week 10: T 3/15	<b>PSIW #7: Tacitus, <i>The Rebellion of Boudicca</i> (CR: pgs. 60–64) DUE</b>	TXT: Chapter 9, pgs. 166–175; Chapter 10, all pages CR: pgs. 74–87 & 107	Lesson #14: Barbarians, Christians, & The Fall of the Roman Empire
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**WEEKS 10 & 11: 3/16–3/25 SPRING BREAK**

Week 12: T 3/29	<b>*LAST DAY TO DROP WITH "W" ON RECORD</b>	TXT: Chapter 9, pgs. 175–185	Lesson #15: The Barbarian Conversion
Th 3/31			Lesson #16: Medieval Europe: Warriors, Christians, & Women

Week 13: T 4/5		TXT: Chapter 11, all pages	Lesson #17: The Rapid Expansion of the Dar al-Islam
Th 4/7	<b>PSIW #8: <i>The Early Islamic Conquests</i> DUE</b>	TXT: Chapters 12 & 13, all pages	Lesson #18: The Glory of Africa

Week 14: T 4/12	<b>Real World Assignment: Cover Letter &amp; Resume for a Historical Warrior DUE</b>	TXT: Chapter 14, all pages	Lesson #19: The Glory of China
Th 4/14	<b>PSIW #9: <i>The Death of Kiso</i> DUE</b>		Lesson #20: The Rise of the Samurai

Week 15: T 4/19	<b>PSIW #10: Marco Polo, <i>Accounts of Western Asia</i> DUE</b>	TXT: Chapter 15, all pages	Lesson #21: Conquest & The Pax Mongolica
Th 4/21	<b>PSIW #11: <i>The Siege of</i></b>	TXT: Chapter 16, all pages	Lesson #22: Cross-Cultural Conflict:



	<b>Jerusalem: Christian &amp; Muslim Perspectives DUE</b>		The Crusades & Aftermath
Week 16: T 4/26		Read through all the Cover Letters & Resumes for Historical Warriors	<b>KickA** Industries Hiring Executives Group Activity &amp; Discussion</b>
Th 4/28	<b>Real World Scenario: The Freedom vs. Security Challenge DUE</b>		<b>Freedom vs. Security Share &amp; Debate</b>  <b>*School-Wide Fire Drill last half of class</b>
Week 17: T 5/3	<b>*LAST DAY OF INSTRUCTION FOR T / TH CLASSES</b>		<b>Review for Exam #2</b>

**EXAM #2 SCHEDULED FOR TUESDAY, MAY 10, 2016**

## KickA\*\* Industries NEEDS YOU!



## HELP US SAVE THE WORLD!

**KickA\*\* Industries** has immediate openings for a few good men & women—barbarian or civilized—as we embark on world domination to eliminate the zombie threat forever.

**Company History:** **KickA\*\* Industries** is a public-private corporation dedicated to eliminating the zombie pandemic that has turned 90% of the world's population into the living dead. Although guns were the preferred method of zombie elimination, bullets are now in short supply. Hence, KickA\*\* Industries is traveling back in time & recruiting from the world's historical warrior population who know how to kick a\*\* with weapons that don't need reloading (yes, time travel exists but the mechanics of time travel or why KickA\*\* Industries doesn't just send someone back to prevent the zombie plague remains as classified information).

**Minimum Qualifications:** Ability to kick a\*\* in multiple situations and environments. Experience in the field. Dependable (will not run away in hazardous situations).

**Desirable Qualifications:** Proven ability to kick a\*\*. Proven ability to lead. Multiple conquests.

**Pay Scale:** Starting salary depends on experience. Hazard pay bonus in addition to starting salary. Life & health insurance offered. Family will be provided for upon death in the line of action.

**To Apply:** Please send in a **cover letter** stating how you meet the minimum and desirable qualifications, and a **resume** with current reference(s).

We are an **EOAA** business. We will not discriminate based on gender, ethnicity, culture, sexual orientation, religion, color, age, weight, height, &/or manners.

**Scenario:** *You, a historical warrior from Pre-Modern World History, sees this job ad posted on a tree just as you're coming back from hunting. Since you seek wealth, fame, and adventure, you decide to apply for this job that will take you into the future to battle these slow-moving zombies, a job that sounds as easy as taking candy from a baby for a bad a\*\*, hard-core warrior like yourself.*

**To Do:** Pick a historical (or mythological) individual (pre-1500 CE; however, if you choose an individual from Hawai'i, it can be pre-1819 CE) that was also a proven warrior. Pretending that you are this warrior, apply for this job **by creating a cover letter and resume. No more than one person per historical warrior.** If you have a historical warrior in mind, you should sign up for that person ASAP by contacting me as it will be first come, first choice. If you are unsure of a historical warrior, please contact me.

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**Purpose of Assignment:** To have fun with history, to think & write critically & creatively, and to also see how learning history can have real world applicability. Although you are picking a historical warrior to complete this assignment, you are learning how to write a cover letter and resume—two skills needed in the real world. This assignment also demonstrates your ability to meet the course's FG Hallmark #6 and SLO #1.

**Things to Note:**

1. You will be expected to do additional research on your historical warrior in order to create an appropriate and accurate cover letter and resume. Although you need to be creative, you still need to be **ACCURATE**. In other words, you will **NOT** be able to make things up regarding your chosen warrior—if your warrior didn't do something, don't make something up. For example, do not say that your warrior conquered something if he or she did not. Or, do not say that your warrior learned his/her skills by attending Warrior College. Instead, if your warrior was, for example, a specified Spartan warrior, you would write that he graduated from the *agoge* since the *agoge* was basically like warrior school. If you need help in making sure that you are balancing the art of accuracy & creativity, be sure to contact me!
2. In your Cover Letter, you must properly place your chosen warrior in his or her historical context as you explain why your warrior should be hired for the position. You need to also be sure to explain the significance (i.e., impact & legacy) of your warrior. Note that it is always a good idea to keep your Cover Letter at no more than 1-page. Concise & to-the-point Cover Letters that clearly explain exactly why you should be hired through concrete examples (rather than just giving generalized statements taken straight from the job ad) are a crucial element in the hiring process.
3. You will need to include an Annotated Bibliography of primary & secondary sources used for information of your chosen historical warrior. This needs to include at least **1** primary source.

\*Please note that KickA\*\* Industries, like all employers today, have deadlines for the submission of applications. In other words, KickA\*\* Industries will **NOT** consider any cover letters & resumes submitted *after* the specified due date.