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SYLLABUS ARCHIVE

Course and Instructor Information:

World Civilizations to the Beginning of the Modern Era

Shawn Dry

Oakland Community College, Department of Social Sciences

Helpful Context:

Course first designed in 1996

Average enrollment: 30

This is an undergraduate course primarily intended for non-majors.

It is taught completely in-person.

It fulfills both the humanities and social science general education requirements.

Reflections of the Instructor:

Q: What do you consider to be particular strengths of this course?

A: Breadth of exposure to many places, periods, and concepts

Q: In what ways do you think the course could still use improvements/adjustments?

A: What doesn't need to be improved? I'm always looking for new ways to increase student engagement and active learning opportunities.

Q: How generally have students responded to the course? Have there been any patterns in student feedback?

A: Some students are initially bothered by the flipped classroom aspect of needing to read before class and taking a quiz during each class period, but most recognize by the end of the semester that the approach strongly encourages their learning.



History 1510: World Civilizations to the Beginning of the Modern Era

Shawn Dry, Instructor
Email: sddry@oaklandcc.edu
Phone and Voicemail: (248) 232-4277

Fall 2019
T&Th 10:00-11:50 a.m.
Section A1501, Classroom D-110

Course Description

"In this course we will trace human civilizations from their origins to the era of global interaction (the 16th century) by exploring their cultural, social, religious, economic, and political institutions. We will draw comparisons in order to illustrate the diversity and similarity among civilizations and in order to develop a global view of world systems." Placement into ENG 1510 is a prerequisite for this course.

Course Objectives, Strategies, and Learning Outcomes

This course has three objectives.

Skills Development: Hone basic educational and vocational skills like reading for content and retention, critical thinking and analysis, and written and verbal communication.

Content Comprehension: Learn the major themes and trends of world history, with emphases on comparative and contrasting global patterns and influences upon contemporary times.

Personal Application: Explore a global and historical perspective on both the human and your own personal experience, contemplate the potential impact of your decisions on other individuals, groups, and the environment, and identify opportunities and articulate personal intentions to improve global conditions.

To facilitate achievement of these objectives, I will create an active learning environment in which you will read, write, and converse at a college freshman academic level.

HIS 1510 has two General Education Outcomes:

1. Critical Thinking
2. Global Understanding and Responsibility

HIS 1510 has six Common Course Outcomes:

1. Students will assess the value of two or more different kinds of primary sources.
2. Students will apply a historical concept learned earlier in the semester to a situation introduced later in the semester.
3. Students will correctly incorporate primary and secondary sources in historical writing.
4. Students will contrast the beliefs and practices of three religious systems.
5. Students will identify three common features of imperial systems.
6. Students will analyze the impact of interregional contact on two civilizations.

Information about the General Education and Common Course Outcomes and the process of assessment can be found on the D2L course site.

Office Hours and Contact Information

The most efficient means to contact me is via email at sddry@oaklandcc.edu. I try to respond to student emails within 24 hours. Please give me 48 hours to read and reply to your email before sending another. College policy requires that you use your OCC student email account when you communicate with me via email.

My office is D-338, located in the Humanities department on the 3rd floor of the D building on the Auburn Hills campus. I hold office hours on Tuesdays from 2:30 to 4:30 p.m. and on Wednesdays from 12:00 to 1:00 p.m. and 4:00 to 5:00 p.m. Please make an appointment to meet with me to ensure that I will be there.

You may call me during my office hours or leave a voicemail message for me at 248-232-4277. I listen and respond to my voicemail messages only on Tuesdays, Wednesdays, and Thursdays.

Course Textbook

Duiker, W. J. and J. Spielvogel. *The Essential World History*, 8th edition (Wadsworth Cengage, 2017); ISBN 978-1305510227. I am using an older edition of the textbook than the currently published version. Be sure to use the 8th edition because the weekly reading assignments and quiz questions are keyed specifically to its page numbers and content. You can access a copy of the textbook in a number of cost-effective ways:

- You can purchase or rent either a print or a digital copy from [Amazon](#).
- You can purchase or rent either a print or a digital copy from [Chegg](#).
- You can use one of the copies I have placed on reserve in the Auburn Hills campus library for free. You may read the text or make photocopies of it in the library, but you may not remove it from there.
- You can purchase or rent a print copy from the [OCC Bookstore](#).

Graded Coursework

Participation: You will be graded on your participation in the classroom environment. At the end of each class meeting you will receive a grade of up to 100 points for your efforts that day. Your grade will be based upon the criteria of *attendance*, *attention*, and *contribution*.

Attendance — Coming to class late or leaving early will reduce this portion of your grade.

Attention — Taking notes, making eye contact with me and your fellow students, and looking interested will help this portion of your grade; sleeping, doing work for other courses, reading ahead for this course, texting and checking your phone messages, or using devices for other than textbook access will hurt it (see below).

Contribution — Asking and answering questions and doing your part in small group activities will help you; never talking, a ringing phone, or annoying me or your fellow students will hurt you.

NOTE ON DEVICE USAGE: Smartphones, tablets, and laptops may only be used during class time to access an electronic copy of the textbook. You may not use a device to take notes during class or to record class sessions unless you have special permission from the ACCESS office to do so.

A student who is on time, stays for the entire class, pays attention and takes notes, but asks or answers no questions will earn a participation grade of 75. Missing a portion of class will cause you to lose points equal to the percentage of class you miss. Leaving the room during class will cost you 10 points, while a ringing phone hurts you for 20 points. Using a device inappropriately will result in a deduction of half the points you would have earned that day. To earn a 100 for participation, a student must be present for the entire class, avoid distractions and device mishaps, and contribute meaningfully to each class discussion and activity.

The average of your daily participation grades will be worth 30% of your course grade.

If you miss a class, you will receive a zero for participation. If you add the course after the semester begins, you will receive zeroes for the classes you miss. To account for life circumstances that cause you to miss class, I will drop your two lowest participation grades (including zeroes) before I calculate your final average.

Reading Quizzes: You will take a quiz during the first hour of every class on the material in the textbook assigned to be read for that day. Reading quizzes will take a variety of forms: questions to answer, an essay to write, or an activity to perform. You will be able to earn up to 50 points on each quiz.

You may prepare a single, hand-written, 3"x5" notecard with information from the assigned reading to reference during the quiz. You will turn in the notecard with your quiz; it will be returned with your quiz.

The average of your reading quiz grades will be worth 30% of your course grade.

If you miss a reading quiz, you will receive a zero grade. If you add the course after the semester has begun, you will receive zeroes for the quizzes you missed. I do not offer make-up quizzes. To account for life circumstances that cause you to miss class, I will drop your two lowest quiz grades (including zeroes) before I calculate your final average.

Exams: There will be three non-cumulative exams, one for each unit of the semester. You will take the exams on the D2L course site outside of class time.

The two highest grades you receive on exams will each be worth 10% of your course grade (20% total).

If you miss an exam, you will receive a zero grade. I do not offer make-up exams. Detailed information about the exams is on page 6 of this syllabus.

Research Paper: You will define and research a question about a specific topic within the period of time covered by this course. You will then write a short paper on the results of your research.

The grade you receive on the paper will be worth 20% of your course grade.

Detailed guidelines for this assignment are on pages 7 and 8 of this syllabus.

Grade Scale

The following scale will be used for all grades given in this course:

Percentage of Work Completed	Equivalent Letter Grade
100-93%	A
92-90%	A-
89-87%	B+
86-83%	B
82-80%	B-
79-77%	C+
76-73%	C
72-70%	C-
69-67%	D+
66-63%	D
62-0%	F

Non-Grade Marks

More information on these marks is at the [grading policy page](#) on the college's website.

- N: If you miss the first three weeks of class meetings, you will receive an N (Non-Attendant) mark for the semester, which will reduce your ability to receive financial aid in future semesters.
- I: You can receive an I (Incomplete) mark if you have completed all of the work of the semester but are prevented from taking the third exam by a documented, unavoidable, emergency situation. We will complete an I mark contract, which will define the length of time you have to take the third exam and replace your I mark with an earned grade.
- WS: If a documented, unavoidable, emergency situation prevents you from completing the course earlier in the course than just before the third exam, you can ask me to assign you a WS (Withdrawal – Stopped Attending) mark.

Student Assistance

If you require special assistance for a physical or learning disability (e.g., if you are covered by the Americans with Disabilities Act), the Accessibility Compliance Center and Educational Support Services office, called ACCESS, can provide the necessary accommodations. For more information, visit an ACCESS office on any OCC campus or consult the [ACCESS website](#). ACCESS will inform me of any special conditions pertaining to your learning.

Tutoring, free workshops, and other forms of academic assistance are available for free to all students in the Academic Support Center, called the ASC. For more information, visit an ASC office on any campus or consult the [ASC website](#).

Many forms of personal support are available through the [OCC Foundation](#), [Counseling services](#), and the [Veterans Affairs Office](#); a convenient [collection of resources](#) is also available on the College's website.

College Policies

Per the Family Educational Rights and Privacy Act (FERPA), college personnel are not allowed to release a student's personal information and details of class performance to anyone, including other students. Access the [college policies page](#) of the college website for information on FERPA and other important policies and procedures, including how to report concerns and violations of your rights.

You are expected to adhere to the standards of student conduct and responsibility outlined in the [Student Handbook](#). In general, you should act in a mature, considerate, tolerant, and collaborative manner at all times. Juvenile, bigoted, or disruptive behavior will be disciplined according to established college guidelines.

*** Please turn off all devices before class begins. ***

*** No audio or video recording of class sessions is permitted without ACCESS documentation. ***

*** Please do not leave the room during class. ***

*** No food is allowed in the classroom. Drinks must have a lid or cap. ***

D2L Course Site

The course will be augmented by use of the D2L learning management system. Consult the [D2L Knowledge Base](#) for a wide variety of help and information on the D2L system. Use the [D2L login page](#) to access the course site.

Use the college's [MyOCC site](#) to find your D2L user name and password, change your password, and access your OCC student email account.

The D2L system is compliant with all federal [accessibility standards](#), as are all materials utilized in this course.

If you are experiencing technical difficulties with the D2L system and wish to speak directly with a D2L Support Technician, call 855-772-1235. The D2L Student Helpdesk is available 24 hours a day, 7 days a week. You will be required to provide your Student ID number, your OCC email address, and a phone number to the D2L Helpdesk when asking for assistance.

Late Instructor Policy

If I will be late for class, I will have a college employee inform you of my approximate time of arrival. If you have not heard from a college employee before 30 minutes have passed since the scheduled beginning of class, you can leave for the day without suffering grade penalties. Check your OCC student email account for instructions from me after I have been absent.

Extra Credit

You can earn extra credit points toward some of the grades you receive for course work. I will not craft special assignments for individual students; all students will have equal access to the same extra credit opportunities. Examples of extra credit opportunities will include:

- Attending special lectures or presentations
- Visiting museum exhibits
- Enrolling in Academic Support Center courses
- Participating in Academic Support Center workshops

Information about extra credit opportunities will be announced during class and published to the course D2L site as they become available.

COURSE SUCCESS SUGGESTIONS

WHAT TO DO FOR EACH CLASS MEETING

1. Set aside some **uninterrupted and undistracted time** to prepare for class. A good rule of thumb is that you need to spend double the length of class time doing work outside of the classroom (e.g., 8 hours a week of outside of classroom work for a course that meets 4 hours a week). You might need more or less time than this average.
2. **Skim** through the assigned textbook reading. Note the chapter, section, and topic titles. Look at the pictures and maps and read their captions.
3. **Read carefully** through the assigned textbook reading. Keep an eye out for answers to the “Reading Questions” identified in the Semester Schedule (pages 9-15 of this syllabus). Write down these answers if this will help you to remember them for the reading quiz. Skip over the shaded box sections in the text for now.
4. As you read, **write down questions** about issues or topics you don’t understand or would like to discuss in greater detail during class.
5. Read through the **shaded box sections**. Write down any questions you have about them.
6. Prepare your **quiz note card**. Include information that will help you remember the key ideas and themes of the textbook reading.

READING QUIZ STUDY SUGGESTIONS

- Reread the textbook material as many times as you need to in order to **understand** the content.
- To **remember** the content for the reading quiz, test yourself on it or work with another student to test each other. For more information on this technique, consult Peter C. Brown’s [Make it Stick](#).

NOTE-TAKING SUGGESTIONS

- Do not try to copy everything I say word for word. Short summary statements or bullet points **in your own words** are generally better than long narratives.
- Do not try to get by with writing down **only** what I write on the board. Supplement my board notes and outlines with your own comments and summary statements.
- Date your class notes. Maintain some sort of outline or section style with your notes. Keep similar material grouped together for easier reference later.
- Once class is over, look back over the notes you have taken for that day and rewrite them in a more organized fashion that makes sense to you and that you will understand when you come back to study them for the exams.
- **Ask questions** to clarify material.
- During class we will read and discuss excerpts from primary sources. You should take careful notes during these discussions so that you can be prepared to use the primary source excerpts to write essays on your exams.

CLASS PARTICIPATION SUGGESTIONS

- Before you come to class, prepare some questions for me or your fellow students or note some topics you would like us to discuss.
- Respond to the questions I ask. Don’t hesitate to ask me for clarification at any time. If there is anything you wish to know more about, ask!
- If you have made a few comments already during a class period, be silent for a while and give other students a chance to respond or contribute.
- Treat your fellow students with the same respect that you would appreciate.

These and other skills can be learned in more depth through the seminars and courses offered by the Academic Support Center. For more information, visit the ASC office located at B-111, call them at 248-232-4435, or consult the [ASC website](#).

EXAM INFORMATION

There will be three exams this semester, one at the end of each unit of material. Each exam is non-cumulative (i.e., it only tests you on material covered in a single unit).

You will take your exams on the D2L course site outside of class time. The exams will begin at the time indicated on the Semester Schedule (pages 9-15 of this syllabus). Each exam will only be available for a limited time. **You must be finished with the exam by the time the syllabus indicates that the exam ends.** I neither except excuses for a missed exam nor allow you to make up a missed exam.

Each exam will consist of two essay questions. Each essay question will require you to take a stand on and critically analyze a particular issue connected to what we have discussed in class. You will make a claim in answer to the essay question and then support your claim with arguments backed by evidence from the textbook, your classroom notes, and primary sources. It is important for you to communicate **in your own words and voice**. Do not use the word-for-word language of the textbook or your notes.

Each essay question will address material specific to one half of the unit being tested -- one question will address material from the first part of the unit and one question will address material from the second part of the unit. Each essay that you write in response to a question will be able to earn up to 50 points; you can earn up to 100 points total for the exam.

A document that shares guidelines for writing exam essays is available on the D2L course site. Read this document carefully. The more you adhere to these guidelines when writing your essays, the more points you will receive for them. There is also a grading rubric for the exam essays on the D2L site. Consult this rubric for even more clarity on my expectations for your essays.

Each of your essay questions will be randomly assigned to you from pools of questions I create. An assigned essay question will not change if you leave the exam and return to it later.

You will access each essay question separately and will have up to three hours to complete each essay. You may leave the exam area of the D2L site and return to it as often as you like, but the question's timer continues to count down even if you are not logged into D2L. An essay's score will be reduced by one point for each minute you exceed that essay's time limit.

You can answer both essay questions on the same day, one after the other, or you can answer separate questions on separate days. You can answer the questions in whatever order you prefer. Whatever schedule you utilize, you must submit your essay response to the final question by the time the syllabus indicates that the exam ends. **Any essay submitted after the exam end time has passed will receive a zero grade.**

We will perform an in-class review for each exam on the last day of each unit. You will also have the opportunity to compose a practice essay before the first exam. Please contact me by email or visit me during my office hours if you have questions or concerns about the exams.

I do not offer make-up exams. **However, only your two best exam grades will contribute toward your semester grade.** If you do poorly on the first exam, the higher grades you receive on the second and third exams will be used to calculate your semester average. If you miss an exam and receive a zero for it, the grades you receive on the other two exams will be used to calculate your semester grade. If you do well on the first two exams, you can choose not to take the third.

RESEARCH PAPER

ASSIGNMENT SUMMARY

You will define a question about a specific topic within the period of time covered by this course (from approximately 4000 B.C.E. to 1500 C.E.). You will then research an answer to your question and report your findings in a short paper. You will also share your question and a summary of your research with the class.

DEFINING YOUR QUESTION

Your research question needs to be narrow enough to be addressed in a short paper but not so narrow that it would require very difficult research. Examples of acceptable questions include:

- How did the Egyptians make beer?
- What kind of clothing did the Han Chinese wear?
- What were the burial customs of the Hopi Americans?

If you are having difficulty coming up with a question, think back to movies or television shows you have seen that might have raised questions about history. Is there anything in your family history you would like to know more about? Have you read or heard something lately that caused you to wonder if an event really happened or what a person from the past was really like? Are there any topics listed on the Semester Schedule that you would like to know more about? If you put some effort into defining a research question that you will enjoy exploring, the experience of this assignment will be more rewarding for you.

Email me (sddry@oaklandcc.edu) your first idea for a research subject by 11:00 p.m. on the second Friday of the semester: **Friday, September 6**. I will deduct 10 points from your final paper grade for each day by which you miss this deadline. After you send me your initial idea for a research subject, I will work with you to develop it into a final research question.

I must approve via email your finalized research question by 11:00 p.m. on the fourth Friday of the semester: **Friday, September 20**. I will deduct 10 points from your final paper grade for each day by which you miss this deadline. You will not be able to substantially change your research question once it is approved, so it is important for you to select a question that you know you can and will want to research.

RESEARCHING YOUR QUESTION

You will use information found in two reputable and reliable sources to answer your question.

One of your sources must be an academic article that meets the following criteria:

- written by an accredited, professional scholar
- published in a [peer-reviewed, scholarly](#) journal
- published within the last 40 years
- cites sources by utilizing footnotes or endnotes
- includes a bibliography or works cited page of sources used

Your second source can be a book, article, website, document, or interview that meets these criteria:

- author of source is identified and has expertise or personal experience in subject
- host of source (publisher, parent website, etc.) is reputable and free of and/or transparent about its philosophical or political agenda
- origin of information in source is identified and cited

If you are not sure that a source meets these criteria, you should not use it for your paper. Keep looking!

You cannot use as a source a textbook, an internet encyclopedia (like Wikipedia or Encyclopedia Britannica Online), an ask-and-answer website (like About.com), or a print encyclopedia.

Consult the [World History Research Guide](#) on the college's library website for information and links to help you find academic articles and other reputable and reliable sources. The library's well-qualified staff can also help you locate academic journals and good sources. Use their expertise as often as you can.

Finding good sources of information that you can trust is a very valuable skill; it can also be a time-consuming process. I recommend that you get started looking for sources as soon as your research question is approved. You may share the sources you find with me (along with your description and defense of them) in advance if you would like me to verify that they meet the assignment criteria for use.

WRITING YOUR PAPER

Your paper should be double-spaced with 1-inch margins. Use a simple, black, 11-point font. Do not use a cover sheet. At the top, right-hand side of the first page, list your name and the date on which you are turning in your paper. Give your paper a title. Save your paper as an RTF, PDF, or DOCX file.

The body of your paper (not including the bibliography) must be at least two full pages in length; it should not be longer than four pages. The body of your paper must include all of the following information:

- 1. State your research question.** In an introductory paragraph, state your research question and tell me why you were interested in researching this particular question and how you settled upon it.
- 2. Name, describe, and defend your sources.** In a separate paragraph for each source, tell me about the two sources of information you used for the paper. Prove that each source meets the criteria in the "Researching Your Question" section on page 7 of this syllabus and is therefore reliable and reputable.
- 3. Answer your research question.** Use one or more paragraphs to answer your research question. Write as if you were addressing an audience generally familiar with world history but ignorant of your specific topic (e.g., someone who knew who the Han Chinese were but who knew nothing about their clothing). Every time that you use information from one of your sources, indicate somehow what source provided that information -- you could use footnotes, endnotes, or some other formal citation system, or you could simply state in the paragraph itself what source you are using (e.g., "Mr. Thompson describes on page 16 of his article how Egyptians made beer.").

The last page of your paper will be a bibliography or works cited page that lists your sources. Include all of the information I would need to find your source: author name, title of article or book, name of journal, name of publisher or website, publication date, etc. All online sources must include a URL.

Follow all rules of formal English grammar and composition. Part of your paper's grade will be based on its ability to communicate information effectively. Poor grammar and misspelled words reduce this effectiveness.

Write the entire paper in your own words -- do not copy and paste sections from the sources into your paper. This is considered plagiarism and will be addressed as described below.

COMPLETING YOUR ASSIGNMENT

When I have approved your finalized research question, I will assign you a due date. This due date will coincide with the class period during which we will discuss material related to your question. For example, if you were to research a question about Alexander the Great, your paper would be due on the day on which we will cover Alexander.

You will submit your paper electronically to a D2L course site Assignments folder. You must submit it by 5:00 p.m. on its due date or it will be considered late (see below). The D2L site will use the Turnitin originality program to check your paper for plagiarism. Papers deemed to be plagiarized will receive a zero grade. In addition, you could receive an F in the course, and I will submit your name to a college dean for further disciplinary action. Plagiarism is a serious academic violation and will be dealt with accordingly.

You will share your question and your research with the class on the day it is due. To earn full credit for this portion of your paper's grade, provide the class with a summary of your findings (but don't read your paper to us) accompanied by relevant visual aids and be prepared to answer questions about your research.

If you fail to submit your paper to the D2L Assignments folder on time, your paper grade will be reduced by one point for each minute by which you miss the 5:00 p.m. deadline. If you miss the class meeting during which your paper is due and thus do not share your research with the class, your paper grade will be reduced by ten points, which is the amount of your paper grade that is based on the presentation of your findings.

A rubric that details the criteria I use to grade your research paper and that lists the behaviors that constitute plagiarism is available on the D2L site, as is a sample paper written by a student in a previous semester.

SEMESTER SCHEDULE

{This schedule may be modified as the semester progresses.}

Tues 8/27 Course Introduction
Review Syllabus and Student Responsibilities; No Textbook Reading

UNIT 1: ANCIENT EURASIA (C. 3500 - 250 B.C.E.)

Thurs 8/29 The Civilization Revolution
Textbook Readings: pp. 4-12 (*stop at "Empires in Ancient Mesopotamia"*); 15-18 (*start at "Egyptian Civilization: The Gift of the Nile," stop at "The Middle Kingdom"*)

Reading Questions

1. How were Paleolithic humans different from Neolithic humans?
2. How was the physical geography of Mesopotamia both similar to and different from that of Egypt?
3. How were Sumerian city-states both similar to and different from the Egyptian Old Kingdom?

Tues 9/3 Ancient Western Asia and Egypt, Part I
Textbook Readings: pp. 12-15 (*start at "Empires in Ancient Mesopotamia," stop at "Egyptian Civilization"*); 18-21 (*start at "The Middle Kingdom," stop at "New Centers of Civilization"*)

Reading Questions

1. What do the laws of Hammurabi tell us about life in Hammurabi's Babylonian Empire?
2. What were the characteristic features of religion in ancient Mesopotamia? What were the intellectual achievements of the ancient Mesopotamians?
3. What were the primary achievements and principle characteristics of the Middle and New Kingdom eras of ancient Egypt?
4. What rules and realities existed for ancient Egyptian men and women? What were the intellectual achievements of the ancient Egyptians?

Thurs 9/5 Ancient Western Asia and Egypt, Part II
Textbook Readings: pp. 21-29 (*start at "New Centers of Civilization"*)

Reading Questions

1. Who were the Indo-Europeans, and what changes did they bring to Western Asia? Who were the Phoenicians, and what did they accomplish?
2. What were the major events in the history of the ancient Israelites? What were the distinguishing characteristics of the ancient Jewish religion?
3. For what achievements and activities was the Assyrian Empire known? What changes to civil administration, the military, and religion did the Persians bring with their empire?

Fri 9/6 Research Subject First Email Due by 11:00 p.m.

Tues 9/10 Ancient India, Part I
Textbook Readings: pp. 32-38 (*stop at "The Impact of the Greeks"*); 39-44 (*start at "Caste and Class," stop at "Trade and Manufacturing"*)

Reading Questions

1. What were the characteristics and achievements of ancient Harappan civilization? What factors contributed to the end of Harappan civilization?
2. What changes did the early Aryan settlers and rulers bring to the Indian subcontinent (pp. 36-38)? What was the farming environment of ancient India like (pp. 43-44)?
3. What were the roles and responsibilities of the five classes or *varna* of ancient Indian society? What additional rules and features did the *jati* system add to ancient Indian society?
4. What rules and realities were part of family life and relationships in ancient India?

Thurs 9/12

Ancient India, Part II

Textbook Readings: pp. 38-39 (*start at "The Impact of the Greeks," stop at "Caste and Class"*); 44-55 (*start at "Trade and Manufacturing"*)

Reading Questions

1. What changes did the Mauryan Empire bring to the political (pp. 38-39), economic (p. 44), and religious (pp. 50 & 52-54) environments of India?
2. What part did each of these concepts play in the tradition of Brahmanism: asceticism, reincarnation, *karma*, and *dharma*?
3. What aspects of Brahmanism did Siddhartha Gautama (the founder of Buddhism) and Mahavira (the founder of Jainism) reject and desire to change?
4. What were the achievements in literature, architecture, and science of ancient Indians?

Tues 9/17

Ancient Greece, Part I

Textbook Readings: pp. 86-95 (*stop at "The High Point of Greek Civilization"*)

Reading Questions

1. How did the geography of ancient Greece influence the development of early Greek civilization? What were the achievements of the Minoan and Mycenaean civilizations?
2. What was Greece like during the Dark Age? What do the epics of Homer teach us about early Greek values and virtue?
3. How did each of these activities influence the development of the Greek *polis*: hoplite warfare, colonization, and tyranny?
4. How were the early *poleis* of Sparta and Athens similar to and different from each other?

Thurs 9/19

Ancient Greece, Part II

Textbook Readings: pp. 95-111 (*start at "The High Point of Greek Civilization"*)

Reading Questions

1. How did the events and aftermaths of the Persian and Peloponnesian Wars each change the Greek world? What were the classical Greek achievements in literature, drama, art, and philosophy?
2. How were the lives of ancient Greeks influenced by their religious beliefs? What classes, economic realities, and social relationships existed in ancient Athens?
3. What did Alexander of Macedon accomplish? What lasting changes did he bring to the ancient world?
4. What were the achievements of Hellenistic sculptors, scientists, and philosophers?

Fri 9/20

Finalized Research Question Due by 11:00 p.m.

Tues 9/24

Ancient China, Part I

Textbook Readings: pp. 57-65 (*stop at "The Hundred Schools of Ancient Philosophy"*)

Reading Questions

1. How did the geography of ancient China influence the development of Chinese civilization and China's interactions with those around them?
2. What were the characteristic features of political and social leadership in Shang China?
3. How were the government and economy of early Zhou China (before the 6th century B.C.E.) both similar to and different from those of the Shang period?
4. How did China change politically and economically during the later Zhou era (during and after the 6th century B.C.E.)?

Thurs 9/26

Ancient China, Part II

Textbook Readings: pp. 65-70 (start at *"The Hundred Schools of Ancient Philosophy,"* stop at *"The First Chinese Empire"*); 78-83 (start at *"Daily Life in Ancient China,"* skip over the parts about the Qin and Han eras)

Reading Questions

1. How were the lives of ancient Chinese influenced by their early religious beliefs (p. 65)? What popular beliefs characterized the religious practices of most ancient Chinese (p. 69)?
2. What ideas and practices characterized the philosophies of Confucianism, Legalism, and Daoism?
3. How did the growth of rice agriculture influence the development of family dynamics in ancient China? What were the lives of women like in ancient China?
4. What were the achievements in metallurgy, writing, and music of the ancient Chinese?

Thurs 9/26, 11:10-11:50 a.m.

In-Class Exam 1 Review

Thurs 9/26, 12:30 p.m.

Exam 1 Begins

Sun 9/29, 12:00 p.m. (noon)

Exam 1 Ends

UNIT 2: EURASIA FROM THE LIMINAL AGE TO 1000 C.E.

Tues 10/1

Liminal Rome

Textbook Readings: pp. 114-125 (stop at *"Culture and Society in the Roman World"*); 131 (start at *"Crisis and the Late Empire,"* stop at *"The Late Roman Empire"*)

Reading Questions

1. How did geography and the Etruscans each influence the development of Roman civilization?
2. What policies and practices did the Romans develop to conquer and rule Italy? How was the Roman Republic organized?
3. What factors created unrest and trouble for the Romans in the 3rd through 1st centuries B.C.E.? How did the Roman state change under the rule of Augustus?
4. What factors contributed to the stability and prosperity of the Roman Empire in the 1st and 2nd centuries C.E.? What problems did the Roman Empire experience in the 3rd century C.E.?

Thurs 10/3

Liminal Rome and Early Christianity

Textbook Readings: pp. 125-131 (start at *"Culture and Society in the Roman World,"* stop at *"Crisis and the Late Empire"*); 132-135 (start at *"Transformation of the Roman World,"* stop at the paragraph that begins with *"As the Christian church became more organized..."*)

Reading Questions

1. What were the achievements in literature, art, architecture, and law of the ancient Romans? What rules and realities were part of family life and slavery in ancient Rome?
2. What was the religious environment of the Roman Empire like before the rise of Christianity?
3. What teachings of Jesus and Paul formed the core beliefs of early Christianity?
4. What factors contributed to the spread of Christianity in the 1st through 3rd centuries C.E.?

Tues 10/8

Liminal China

Textbook Readings: pp. 70-78 (start at *"The First Chinese Empire,"* stop at *"Daily Life in Ancient China"*); 79-83 (look for the parts on the Qin and Han eras); 135-138 (the *"Comparison of the Roman and Han Empires"* section)

Reading Questions

1. What did Qin Shi Huangdi accomplish, and what lasting changes did he bring to China?
2. How were the political, economic, and social environments of Han China similar to and different from those of the Qin period?
3. What factors contributed to the collapse of the Qin (p. 74) and Han (p. 78) dynasties?
4. In what ways were the Roman and Han empires both similar to and different from each other?

Thurs 10/10 Liminal India

Textbook Readings: pp. 50-52 (*"The Rule of the Fishes" section*); 220-227 (stop at *"The Arrival of Islam"*); 234-237 (start at *"Economy and Daily Life," stop at "The Golden Region"*)

Reading Questions

1. What factors contributed to India's inability to maintain a unified empire like those of Rome and Han China?
2. What roles did the Silk Road and Buddhism play in the Kushan kingdom? What were the distinguishing characteristics of Gupta-era India?
3. How was Mahayana Buddhism different from Theravada Buddhism? What factors contributed to the decline of Buddhism in India?
4. What features characterized the economic environment of liminal India? What were the liminal Indian achievements in science, art, architecture, literature, and music?

Tues 10/15 The Mediterranean and Europe, c. 300-600 c.E.

Textbook Readings: pp. 131-132 (start at *"The Late Roman Empire"*, stop at *"Transformation of the Roman World"*); read the paragraph on p. 135 that starts with *"As the Christian church became more organized..."*; pp. 301-304 (stop at *"Charlemagne and the Carolingians"*); 328-331 (stop at *"Problems of the Seventh Century"*)

Reading Questions

1. What changes did Constantine bring to the Roman Empire and Christianity (pp. 131 and 135)? What happened to the Western Roman Empire after the reign of Constantine (pp. 132 and 302)?
2. How did the western Christian church change from the 4th to the 6th centuries? What was the monastic life like, and what roles did monasticism play in Europe?
3. What did Justinian accomplish as ruler of the Eastern Roman Empire? What lasting changes did he bring to the Mediterranean world?

Thurs 10/17 The Mediterranean and Europe, c. 600-1000 c.E.

Textbook Readings: pp. 304-307 (start at *"Charlemagne and the Carolingians," stop at "Europe in the High Middle Ages"*); 317-319 (start at *"The Slavic Peoples of Central and Eastern Europe," stop at the paragraph that begins with "The Kievan Rus state prospered..."*); 331-338 (start at *"Problems of the Seventh Century," stop at "The Decline and Fall of the Byzantine Empire"*)

Reading Questions

1. What were the achievements of the Frankish ruler Charlemagne? What problems did Europe experience after his death?
2. What rules governed the relationships between lords and vassals in feudal Europe? What rules governed the relationships between lords and serfs?
3. What different experiences separated the southern and eastern Slavs from the western Slavs?
4. What problems did the Byzantine Empire face between 600 and 1000? What were the great achievements of the Byzantines during these years?

Tues 10/22 The Middle East and Early Islam

Textbook Readings: pp. 168-174; 186-188 (start at *"Islamic Society," stop at "Islamic Literature"*); 190-192 (start at *"Islamic Art and Architecture"*)

Reading Questions

1. What were the characteristic features of Arabic society and religion before the rise of Islam? What were the important events in the life of Muhammad?
2. What were the beliefs and practices of early Islam? What factors kept the Islamic faith going after the death of Muhammad?
3. In what ways was Islamic society both egalitarian and not? What contributed to the great Muslim philosophic and scientific achievements? What were those achievements?
4. What were the characteristic achievements and features of Islamic art and architecture?

Thurs 10/24 The Middle East, c. 600-1000 c.E.

Textbook Readings: pp. 175-178 (stop at "The Seljuk Turks"); 181 (start at "Andalusia," stop at "A Time of Troubles"); 182-186 (start at "Islamic Civilization," stop at "Islamic Society")

Reading Questions

1. What factors contributed to the great success of Arab imperialism before and during the Umayyad dynasty? What internal problems surfaced within the Muslim world before 750?
2. What changes did the Muslim world experience during the period of Abbasid rule?
3. What was the region of Andalusia like before 1000?
4. What were the characteristic features of cities in the Muslim world?

Tues 10/29 China, c. 200-800 c.E.

Textbook Readings: pp. 249-252 (stop at "The Song Dynasty"); 268-269 (start at "In Search of the Way," stop at "Neo-Confucianism"); 270 (start at "Literature," stop at "The Chinese Novel")

Reading Questions

1. What happened in China during the three centuries following the collapse of the Han dynasty?
2. What were the achievements and shortcomings of the Sui and Tang dynasties?
3. What forms did Buddhism take when it spread to China? What factors contributed to the loss of popularity Buddhism experienced in the Tang dynasty?
4. What were the achievements in literature and poetry of the Tang Chinese?

Thurs 10/31 China, c. 600-1000 c.E.

Textbook Readings: pp. 252-260 (start at "The Song Dynasty," stop at "Explosion in Central Asia"); 269-270 (start at "Neo-Confucianism," stop at "The Apogee of Chinese Culture"); 271-274 (start at "Art")

Reading Questions

1. In what ways was the Song dynasty weaker than the Tang? What were the positive and negative aspects of the Chinese civil service examination system?
2. What were the economic challenges and achievements of the Tang and Song Chinese?
3. How did class changes and new experiences for women alter the social environment of Tang and Song China?
4. What did Neo-Confucians believe? What were the artistic achievements of the early medieval Chinese?

Thurs 10/31, 11:10-11:50 a.m.	In-Class Exam 2 Review
Thurs 10/31, 12:30 p.m.	Exam 2 Begins
Sun 11/2, 12:00 p.m. (noon)	Exam 2 Ends

UNIT 3: EURASIA AND BEYOND TO 1500 C.E.

Tues 11/5 Asia, c. 1000-1250 c.E.

Textbook Readings: pp. 178-180 (start at "The Seljuk Turks," stop at "The Mongols"); 188-190 (the "Islamic Literature" section); 227-229 (start at "The Arrival of Islam," stop at "The Delhi Sultanate"); 231-234 (stop at "Economy and Daily Life")

Reading Questions

1. What changes did the Seljuk Turks bring to Muslim Asia?
2. What factors contributed to the start of the Crusades? How did Middle Eastern Muslims respond to the Crusades, and what impacts did the Crusades have on the Muslim Middle East?
3. What were the literary achievements of Muslim authors and poets in this period?
4. How did Muslim rule come to India? What changes occurred in India as a result of Muslim rule?

- Thurs 11/7 Europe and Anatolia, c. 1000-1250 c.E.**
Textbook Readings: pp. 307-317 (start at “Europe in the High Middle Ages,” stop at “The Slavic Peoples of Central and Eastern Europe”); 181-182 (start at “A Time of Troubles,” stop at “Islamic Civilization”); 319-326 (start at “Christianity and Medieval Civilization”); 338-340 (start at “The Decline and Fall of the Byzantine Empire,” stop at “The Ottoman Turks and the Fall of Constantinople”)
Reading Questions
1. How were the lives of European peasants similar to and different from those of nobles in the High Middle Ages? How did agriculture, trade, and cities change in the High Middle Ages?
 2. How did England and France evolve differently than the Holy Roman Empire and Italy in the High Middle Ages? What developments occurred in Andalusia (pp. 181-182)?
 3. What changes did the Catholic Church and its monastic orders experience in the 11th, 12th, and 13th centuries? What were the intellectual and architectural achievements of Middle Ages Europeans?
 4. What problems did the Byzantine Empire experience in the 11th, 12th, and 13th centuries?
- Tues 11/12 Asia, c. 1250-1500 c.E.**
Textbook Readings: pp. 260-268 (start at “Explosion in Central Asia,” stop at “In Search of the Way”); 270 (“The Chinese Novel” section); 180-181 (start at “The Mongols,” stop at “Andalusia”); 229-230 (start at “The Delhi Sultanate”); 319 (“The Development of Russia” section)
Reading Questions
1. What made the Mongols such successful conquerors? How did the Mongol Empire change after the death of Genghis Khan?
 2. How was Mongol-ruled China both like and unlike China’s previous eras (pp. 262-265, 270)?
 3. How did the Mongols impact the Middle East (pp. 180-181), India (pp. 229-230), and Russia (p. 319)?
 4. How did the Ming dynasty begin? What were the achievements of the early Ming (pp. 266-268)?
- Thurs 11/14 Europe and Anatolia, c. 1250-1500 c.E.**
Textbook Readings: pp. 340-349 (start at “The Ottoman Turks and the Fall of Constantinople”); 406-409 (stop at “The Advance into Western Asia and Africa”)
Reading Questions
1. In what ways were the Black Death, the Hundred Years’ War, and the Avignon Papacy/Great Schism crises for Europe? What were the impacts of each of these crises?
 2. What were the intellectual and artistic achievements of Renaissance Europeans?
 3. What were the major trends experienced by the Renaissance states of Italy, Western Europe, and Central and Eastern Europe?
 4. What were the important events and factors in the rise of the Ottoman Turks and the end of the Byzantine Empire (pp. 340 and 406-409)?
- Fri 11/15 Last Date to Drop the Course**
- Tues 11/19 Eurasian Zones at 1500 c.E.**
 No Textbook Reading (In-Class Activity for Quiz Grade)
- Thurs 11/21 Japan**
Textbook Readings: pp. 276-292 (stop at “Korea: Bridge to the East”)
Reading Questions
1. How did Japan’s geography impact its development? What were the characteristic features of Yayoi society?
 2. How were the states of Shotoku Taishi and the Nara period different from that of the Heian period? How was the shogunate of the Kamakura era different from that of the Ashikaga?
 3. What new economic practices emerged in shogunate Japan? What special classes existed in Japan, and what special rules and realities applied to the lives of Japanese women?
 4. What were the beliefs and practices of Shinto and Zen Buddhism in Japan? What were the achievements in literature, art, and architecture of the Japanese?
- 11/26 & 28 Thanksgiving Recess**

Tues 12/3

Southeast Asia, Korea, and Vietnam

Textbook Readings: pp. 237-245 (start at "The Golden Region"); 292-298 (start at "Korea: Bridge to the East")

Reading Questions

1. How were the mainland states of Southeast Asia different from those of the Malayan peninsula and Indonesia in geography and economy? In what ways did India influence Southeast Asian civilizations?
2. What special rules and realities applied to the experiences of women in Southeast Asia? What were the religious practices and beliefs of the Southeast Asians?
3. What were the characteristic features of Korea when it was ruled by the kingdom of Silla? How did Korea change under the rule of the Koryo dynasty?
4. What were the characteristic features of Vietnam under Chinese rule? How did Vietnam change during the Dai Viet period?

Thurs 12/5

Sub-Saharan Africa

Textbook Readings: pp. 195-218

Reading Questions

1. How did the civilization of Axum (later called Ethiopia) develop over time (pp. 198-199 and 204)?
2. What factors contributed to the development of East Africa? What were the civilizations of East Africa like (pp. 200 and 204-205)?
3. What were the characteristic features of the West African states of Ghana and Mali (pp. 205-208)?
4. How was urban life different from village life in Africa? What rules and realities applied to the lives of African women and slaves (pp. 211-214)?
5. What were some African achievements in art, music, architecture, and literature (pp. 214-217)?

Tues 12/10

Mesoamerica

Textbook Readings: pp. 144-156 (stop at "The First Civilizations in South America")

Reading Questions

1. What were the characteristic features of the Olmec, Zapotec, and Teotihuacán civilizations?
2. What factors contributed to the rise of Mayan civilization? How were the Mayan states and societies organized? What happened to the Maya?
3. What were the religious beliefs and practices of the Maya? What were some Mayan intellectual achievements?
4. What factors contributed to the rise of the Aztec empire? How was the Aztec state organized?
5. What were the rules and realities of Aztec society? What were the religious beliefs and practices of the Aztecs?

Thurs 12/12

South and North America

Textbook Readings: pp. 156-165 (start at "The First Civilizations in South America")

Reading Questions

1. What were the characteristic features of the Caral, Moche, and Chimor civilizations?
2. How was the Inkan state and society organized? What were the cultural achievements of the Inka?
3. What were the characteristic civilization features of Amerindian societies in North America and along the Pacific coasts?

Thurs 12/12, 11:10-11:50 a.m.

Thurs 12/12, 12:30 p.m.

Sun 12/15, 12:00 p.m. (noon)

In-Class Exam 3 Review

Exam 3 Begins

Exam 3 Ends