

World Civilizations I: From the Beginning of History to the Voyages of Exploration

UGC 111

Spring 2017

T/Th 8:30 am (L01) & 12:00 pm (L01)

W/F 12:00 pm (L03)

Class Website: helloworldciv.com

Consult Electronic Signboard Regularly for Locations

Contact Info

Heather Bennett

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Twitter: @helloworldciv

Consultation Hours

UB Offices, Block C, Level 8

Tues/Thurs 10:00 am-11:30 pm; 1:30-3:00 pm

Wed/Fri 1:30-3:00 pm

Course Materials

MATERIALS ON THE WEB:

All course materials will be distributed on the course website, helloworldciv.com, or via Twitter. We'll talk about how to use these digital platforms during the first class. Throughout the semester, please check the website often for new announcements, updates to the schedule or assignments, and your peers' blog posts.

Crash Course

For each class you will be assigned a "Crash Course: World History" video to watch and/or web articles to read. Each video is intended to serve as an introduction to the material for the upcoming lecture and discussion.

Links to relevant videos and articles can be found on the individual class pages. You are expected to complete the context material before arriving in class each day and taking notes is highly encouraged - and immensely helpful.

Primary Source Readings

For each class you will also read one or two primary sources. (That is, texts written in the time period we'll be discussing in class.) These readings can all be found on the individual class pages for the day they are due or in the Primary Sources link of the footer navigation.

TEXTBOOK:

Based on feedback from previous students, I have also selected a textbook for the course.

- The Earth and Its Peoples: A Global History Volume I : To 1550 by Richard W. Bulliet, Pamela Kyle Crossley, Daniel R. Headrick, Steven W. Hirsch, Lyman L. Johnson and David Northrup. 6th Edition. ISBN: 9781285445526
- Print or e-book are fine.
- You may also use an earlier edition, but you'll need to figure out page numbers...

The textbook readings may be used to supplement or reinforce your knowledge of the course material, but **these are not required readings**.

Relevant page numbers/sections for the 6th edition are available on the individual class pages. **You are welcome to use an earlier edition**, but will need to figure out page numbers for yourself.

INTERNET-READY DEVICE:

This is a digitally engaged class that hosts and publishes all materials through Hello World Civ and Twitter. It is therefore required that you have access to a smartphone, tablet, or laptop for the course.

Please Note: Students who do not currently possess an internet-ready device do not need to purchase one. We will work out another accommodation, such as borrowing a spare

device from student or professor for the class or only using Google Forms/device for group activities. *Please come see me or message me after the first class if this is the case for you.*

TWITTER:

We'll be using Twitter for a number of activities this semester - for class prep, research, discussion, and writing practice.

To use Twitter you will need a **Twitter handle (a username)**. You may use an existing Twitter handle OR you may create a disposable handle that you will maintain for the duration of the course and delete when finished. (Pros and Cons of each will be discussed during Class 2.)

You may also choose to tweet **publicly** (everyone, everywhere can view) or to **protect your tweets** (only people you let follow you can view what you write). Your grade won't be impacted either way. There are pros and cons to each mode of tweeting, so do feel free to choose the option that is the best fit for you.

If you've decided to sign up for a new Twitter account head for [Signing up with Twitter](#) and follow the full instructions there. You can also check out the recent announcement, [All Things Twitter](#), for more details and tips.

You should plan to sign up for your Twitter account and complete the Participation Plan Activity by the start of Class 3.

PLEASE NOTE: It is possible to opt out of using Twitter this semester and there are some good reasons to do so. If you think you need to opt out, come talk to me or email me about why. We'll figure things out from there.

TWEETDECK:

The easiest way to keep track of the class hashtag, new announcements, and your Twitter notifications is with **Tweetdeck**. You are not required to use this tool, but it is remarkably useful - especially on laptops or desktops. Create columns to follow the hashtag, your friends, interesting lists, my handle (@helloworldciv) or anything else of interest to you. Tweetdeck also lets you schedule tweets, which can be remarkably useful if you're the sort of person who likes to work ahead on course readings.

Course Description & Objectives

“World Civilizations 1: From the Beginning of History to the Voyages of Exploration” is a broad survey course in global history. The course explores the culture, politics, economics, technology, and philosophy of societies in Europe, Asia, Africa, and the Americas from these societies’ beginnings to the earliest Voyages of Exploration by European nations (c. 1490s).

The course’s has two objectives:

- 1.) To raise and grapple with diverse civilizations' answers to big questions about society, human nature, and ethics. In particular, we'll explore multiple answers to the questions, "Where do we come from?" and "How then shall we live?" Students are encouraged to think into the mindsets of the past peoples we'll study - and encouraged to query their own answers to questions of lasting relevance.
- 2.) To encourage students to view themselves as participants in and producers of cultural/historical content. To that end, this course extensively utilizes digital media to connect students to historical content and to one another.

Student Learning Outcomes

By the end of this course, students will ideally show increased understanding of the following concepts:

1. History is an interpretive act.

People write history from a wide variety of perspectives. Though the best history authors base their interpretations on careful study of texts and artifacts, it is rare for only one story to emerge from the evidence.

2. The past is both deeply unfamiliar *and* rich ground for contemporary connections.

People in the past think, act, and believe very differently today. We must acknowledge those differences and attempt to understand people different from ourselves. However, this does not mean that past peoples hold no meaning or insight for our own lives. Ideas, events, and lives from the past continue to resonate today.

3. History is based on what we learn from primary and secondary sources.

People who study history use the texts and artifacts created by people in the time period they want to study. These are primary sources. Writers of history also use the work of

scholars living in their time period. These are secondary sources. Each kind of source has different strengths and weaknesses.

4. History is the study of significant things.

Significance doesn't mean the same thing to everyone who studies history, as we'll explore in this course. Still, it's always worth asking - What is worth remembering about the past? What is worth learning? What is worth teaching?

By the end of this course, students will ideally gain increased skills in the following areas:

1. Interpreting primary sources.

By reading and participating in discussions during each class, students will gain experience in parsing the meaning, context, significance, and reliability of primary sources in a variety of genres.

2. Evaluating the credibility of historical accounts

Students will seek out and utilize secondary and primary sources for their blogging project. In doing so, they will be guided by credibility criteria provided by the instructor. This will provide them the opportunity to practice determining elements in texts that affect credibility, such as the author's perspective, the evidence included in the source, the time and place in which the source was written, and the rhetoric used by the author.

3. Constructing historical arguments based on secondary and/or primary sources.

Students will complete three blog posts throughout the semester. These short writing assignments will give them experience in constructing historical arguments based on secondary and (if desired) primary sources. They will learn basic elements of historical writing, including description, the construction of thesis statements, and awareness of their own perspectives/biases.

Course Requirements

To pass this course, students are expected to complete all assessments and assignments listed below. These include attendance, participation, reading and commenting on primary sources, completing the blogging project, and submitting two essays about primary sources read in the course.

Assessments and Assignments

Your final grade in the course will be based on the following assessments. See “Grading Details” (below) for info regarding individual grade sheets, points per assignment, and letter and numeric grades.

ATTENDANCE (24 POINTS)

Attendance is taken each class via an attendance photo at the start of class. You are expected to attend every class.

However, I recognize that emergencies occur, your alarm may not go off, you may miss a bus, or you may need to dedicate time to your own physical, mental, or emotional well-being. **You are therefore allowed to miss two regular classes without penalty and without a need for explanation.** (No MCs or any other documentation necessary for those two.) If you miss more than two classes (even if you have an MC or another excuse), your attendance grade will be impacted which may in turn may affect your final grade.

Please note that points may be deducted from your overall attendance grade if you are consistently late.

PARTICIPATION (100 POINTS)

We will spend a significant portion of each class discussing the primary sources, articles, or your own reflections. Discussion will take a variety of forms, including in-class activities, small-group discussions, and large-group (entire class) discussions. It is absolutely vital that you actively engage with and contribute to these discussions.

Recognizing that it can be difficult to voice an opinion in a group of sixty students, I acknowledge and will assess participation as a diverse range of student responses. I would encourage each of you to exercise courage and trust your peers enough to speak up in class, but that will not be the only activity that qualifies as participation.

“Active participation” will therefore be defined as including the following activities:

- Clearly paying attention (via eye contact, note-taking, etc.) to peers/professor.
- Voicing ideas, questions, and opinions within the context of a small-group discussion.
- Voicing ideas, questions, and opinions within the context of a large-group discussion.
- Articulating ideas, questions, and opinions through in-class writing assignments.
- Consistently joining in class activities.

- Adding commentary and questions to the Padlets and/or generally using technology to enhance class discussions and lectures.
- Emailing or speaking with me after class regarding class content, assignments, and other topics of interest.

Your grade for this portion of the course will take into consideration both participation and attendance. All forms of active participation will allow you to earn credit for your participation grade; actions contrary to the expectations stated above may result in deductions from your participation grade. Missing more than the two allotted classes will adversely affect your participation grade.

ENTRY/EXIT TWEETS (Part of Participation Score)

At the beginning and end of each class you will complete be asked to respond via Twitter to a prompt provided by me. The Entry Tweets are intended to get you thinking about the content for the day's class. The Exit Tweets are a chance for you to provide feedback about what most interested you in the class or to ask questions about class material.

READ/TWEET PRIMARY SOURCES (36 POINTS)

READING PRIMARY SOURCES

For each class, you will be asked to read one or two primary sources in addition to viewing the assigned videos for the day. The primary sources assigned for each class can be found on the individual class pages. Our discussions in each class depend on your familiarity with the primary sources, so do keep up with the reading. It's also helpful (to you, your peers, and your prof) to arrive in class with some notes or questions about the readings.

TWEETING PRIMARY SOURCES

Each student in the class will be asked to provide comments and questions via Twitter on half of the primary sources this semester. These questions and comments will provide guidance for class discussions. Here's how it works:

By class #3, you will be divided into two groups (A and B). The groups will comment on readings for alternating classes (excluding the workshop days). So, if Group A comments for on the sources for Class #4, Group B will comment for Class #5. If Class #6 is a workshop, though, Group A will comment for Class #7. All of this looks much less confusing if you take a look at the class calendars or the individual classes page...

When it is your turn to comment on sources, you'll turn to Twitter to share your thoughts. Your tweets should use the class hashtag and should show that you have read and are thinking about the source. Any of the following approaches would be helpful:

- Questions about anything confusing in the text
- Quick summary of a key idea
- Important quote from the text
- Responses to classmates' or prof's tweets
- Responses to guiding questions or prof's notes about the source
- Connections to other things you've read (in this class or elsewhere)
- Personal POV
- Retweets, quotes, and likes
- Links to helpful summaries or context information

The focus for your responses should be quality rather than quantity. Do your best to add tweets that are honest, thoughtful, and further the discussion. Be willing to risk saying, "I don't understand." Share things that are genuinely interesting to you. Comment on things you believe are important to history.

Retweets (RT), replies, and likes are a great way to show your engagement with your peers. These actions are highly encouraged. In fact, there's a bonus for consistently engaging in these activities. At the end of the semester, up to 4 points may be added to your tweeting primary sources score for consistent RT's, replies, and likes.

Comments/questions are due by 9:00 pm the evening before class. Questions submitted after the deadline will be eligible for partial credit. The 9:00 pm deadline is necessary if I am to read your commentary and prepare for class the next day.

DISCUSSION REFLECTIONS (60 POINTS)

You will write three short reflections (500 words max, worth 20 points each) about primary sources discussed in class this semester. Essays for a specific primary source will be due one week after the source was discussed in class.

You will complete one essay in each third of the semester. (See Class Calendar for cut offs). Otherwise, you may choose which sources you write about and when.

The goal of the essays is to answer one question: "Why is this source worth studying?" You may answer this question in light of why the source is important to our understanding of the past or you may deal with the question as it relates to the present. In either case, the ideas expressed should be your own.

The format and content of these papers is pretty free-wheeling, but ultimately I'm looking the following elements:

1. Have you continued to think about and process the primary source in a way that is meaningful to you?
2. Can you show off your knowledge of the primary source through use of quotes and specific examples?
3. Bonus Credit: Can you show me you listened to classmates on Twitter or in person through specific references to their ideas?

Essays may be submitted as posts on the class blog or privately via Google Drive. The grade will not be affected by your choice of submission.

BLOGGING PROJECT - 2 POSTS (80 POINTS EACH), 3 INDIVIDUAL RESPONSES (3 POINTS EACH), AND 8 COMMENTS (5 POINTS/COMMENT), PEER REVIEW (10 POINTS)

GROUP SELECTION:

This project must be completed in groups of two, three, or four people. You may choose your own groups (or I can help you find people to work with). Groups can be submitted via the Blogging Group Sign Up Form.

Each person in the group is expected to contribute to every blog post. Accountability for this expectation will be provided through the individual reflection and peer review portions of the project (see below).

TWO BLOG POSTS:

Over the course of the semester, each group will compose and publish two blog posts. The first post will be text based (1000-1500 words); the final post will be a creative/media post (format & length depend on medium used to present content).

Early in the semester, we will have a workshop for preliminary research and planning the content of posts. You may choose your own topics for posts (with a few exceptions for banned topics that were overdone in the past few semesters).

Post topics should be able to meet the following criteria:

First, all posts should be about persons, ideas, or events that lived, developed, or occurred between **3500 BCE and 1400 CE** (the time period studied in this class). (Some exceptions may be made for anyone interested in doing human origins, forager societies, or big/ environmental history.)

Second, each group should **choose a civilization or theme for the focus** of their two posts. This is to encourage greater depth of knowledge. (If you study just one civilization or theme over the course of the semester, you'll be better equipped to critically choose sources and content for posts.)

Third, each post should briefly **describe the chosen topic AND answer the question: Why is this topic significant *to history*?** This is an interpretive question. Your answer should be stated clearly in your post and backed by credible evidence from secondary (books, articles, webpages, videos) or primary sources.

Posts may also address why the topic is important to study in the present, but you should **plan to focus primarily on the past.**

This project emphasizes process over production. To that end, final grades will not be assigned for posts until after the final class of the semester. While you will be expected to publish your posts on the deadlines, **ongoing revisions based on peer and professor feedback are welcome any time before the final class.**

DEADLINES:

There will be a deadline for drafts of everyone's posts. There will also be a deadline for publication of posts after drafts have been returned.

These will be determined during Workshop 1. Keep an eye on the class calendar for further details.

Grading Details

WHERE TO FIND YOUR GRADES:

Grades are available via a web app linked on the course website. We'll walk through how to access the gradebook and how to make sense of the numbers during an early class.

BREAKDOWN OF POINTS:

Assessment	Number	Points Per Assignment	Total Points Possible	Notes
Attendance	24	1	24	Attendance grades will be adjusted at the end of the semester. The two lowest attendance grades will be adjusted to '1.'
Participation	100	1	100	Includes in-person and online participation via Twitter, email, DM...
Primary Source Tweets	9	4	36	Contributions to the Primary Sources will essentially be worth 2 points per comment. (1 comment = 2 points)
Discussion Responses	3	20	60	
Blog Post 1: Text/Interpretive	1	80	80	These are the elements of the Blogging Project. The comments are 3 per posting cycle, worth 10 points total.
Blog Post 2: Creative	1	80	80	
Comments	8	5	40	
Individual Reflections	2	3	6	
Peer Review	1	10	10	
TOTAL Points			436	

GRADING SCALE:

Percentage	Letter Grade	Interpretation
93.99%	A	Excellent work in the course
89.99%	A-	Excellent work in the course
86.99%	B+	Satisfactory work in the course
82.99%	B	Satisfactory work in the course
78.99%	B-	Satisfactory work in the course
75.99%	C+	Fair work in the course
71.99%	C	Fair work in the course
68.99%	C-	Fair work in the course
65.99%	D+	Unsatisfactory, but passable work in the course
59.99%	D	Unsatisfactory, but passable work in the course
0.00%	F	Insufficient work in the course

Class Policies

CLASSROOM EXPECTATIONS

Respect is the defining characteristic of our conversations. Any and all viewpoints that are expressed respectfully and address the topics of this course will receive attention and a fair grade in this class. If comments are expressed disrespectfully or move too far afield, I reserve the right to end a conversation and/or request a conversation with you following the class.

Respect includes using appropriate language to describe people or groups of people. Please use gender neutral language and respectful designations for ethnic, racial, and national groups when appropriate. If you are unsure of what the most respectful terminology is, please feel free to ask.

Respect for present and past peoples also means approaching diverse cultures with an open mind. You will find some ideas weird, dismaying, and disagreeable. That's okay. I encourage you to acknowledge that reaction and then move past judgment by taking the time to ask, "Why did they think that? Why was it like that? Why do I think differently?"

Discussions should be had with the entire class. Please try not to engage in verbal side conversations once class has begun. (Though side conversations about class material on Twitter are entirely welcome...)

Perfection will not (usually) be a defining characteristic of our conversations. With that in mind, please share freely! All thoughts, questions, and ideas – no matter how tentative, incomplete, or half-formed these might be – are welcome.

Please take responsibility for your actions. If you are not in class, do not fill in the entry or exit quizzes or quick questions remotely. If you made a mistake on a blog post or discussion question, work to correct it. If you said something unkind in discussion or to someone in your blogging group, work to correct it.

These expectations are for you – and for me. If I have done something disrespectful, hurtful, or just plain annoying, you can expect me to apologize, take responsibility, and work toward changing my action or attitude.

TECHNOLOGY

There are (at least) two kinds of distraction provided by technology - the escapist kind and the exploring new knowledge kind. I would ask that you aim for the latter in this class. Please avoid using technology to check out of the class. Please do use technology to learn, share, and dig deeper in the course.

Some of you may need to consider avoiding distraction during class as well. It's tempting to think we can multitask, but cognitive psychologists (and observant people more generally) suggest that [divided attention of any sort can cause us to miss even obvious statements, ideas, or changes in our surroundings.](#)

A WORD ABOUT WRITING

Proper use of grammar, spelling, and punctuation is expected in all assignments completed outside of class. In-class writing activities are excused. There will not be time for proofreading. Please note, however, that grammar, spelling, and punctuation will always be weighted less heavily than other elements of rubrics.

If you are unsure of whether or not something is grammatically correct, I encourage you to use the spelling and grammar check tools in your favorite document-creation software, helpful websites like [OWL Perdue](#) or [GrammarGirl](#), or a browser extension like [Grammarly](#).

PLAGIARISM

You must adhere at all times to UB's Academic Integrity Policy (see Program Policies). **Everything from discussion questions/comments to blog posts to take-home essays are expected to meet the standards of academic integrity outlined in UB's policy.** All of the following are examples of plagiarism (quoted from plagiarism.org): [←This is a citation ;\)](#)

- “turning in someone else’s work as your own
- copying **words** or **ideas** from someone else without giving credit
- failing to put a quotation in quotation marks
- giving incorrect information about the source of a quotation
- changing words but copying the sentence structure of a source without giving credit
- copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not (see our section on ‘fair use’ rules)” [[←Direct quote = quotation marks](#)]

Dire warnings aside, I recognize that there is a learning curve to gaining skills related to citations, paraphrasing, and quotations. So here’s how I usually deal with plagiarism in this course:

1. I try to give you as many tips and tools as possible ahead of time to help you prevent plagiarism from occurring.
2. In the first instance of plagiarism on most assignments, you will receive an email from me requesting that you revise the assignment. I will give you as detailed instructions as I can, but I also encourage you to come chat with me if you are still confused. The whole point is for you to learn what the mistakes were and how to avoid them in the future (in this class and future courses).
3. If plagiarism occurs a second time on a similar assignment, you will either lose points or fail the assignment, depending on how much of the assignment is plagiarized and what the nature of the plagiarism is.
4. If plagiarism is a recurring issue in your assignments, or if a particularly egregious form of plagiarism occurs (such as submitting a purchased or ghost-written essay or blog post) this may be grounds for failure of the course.

Program Policies

ACCESSIBILITY RESOURCES FOR STUDENTS WITH DISABILITIES:

Reasonable Accommodation refers broadly to reasonable modifications of policies, practices, and procedures as necessary to ensure that persons with disabilities have the

same opportunities as others in all programs, services, and benefits of the University at Buffalo. Anyone with a disability (including a chronic illness) who needs reasonable accommodations in the SIM-UB Program should refer to the Student Handbook (available online via SIMConnect) for further information, or consult the Resident Director.

GENERAL POLICIES:

Attendance and active participation is expected by all students in every class. Students are expected to be present for the entire duration of each class. Tardiness to or absenting oneself during class will result in a deduction from the attendance and participation portion of the final grade.

Late assignments, if accepted, will be penalized.

Students who are absent from a midterm exam must request a make up exam from the course instructor; a make up will be given only if there is an appropriate, documented reason for absence from the exam (such as an MC); any disputes regarding the validity of the reason or the documentation may be referred to the student advisor.

Students who are absent from a **final exam** must formally request a make up exam in writing to Ms. Katie Fassbinder, Assistant Resident Director, within 24 hours of the original exam. The make up exam request form can be found in SIMConnect. In all cases, supporting documents must be provided and a make-up exam will only be scheduled if there is a valid and appropriate reason for the absence. For example, prior commitments to external activities or events outside of SIM are not considered a valid reason for absence. For medical cases, students must submit a detailed letter from the doctor, highlighting the date of the medical consultation, the nature and the severity of the illness, and how the illness prevented them from taking the scheduled exam, in addition to a Medical Certificate (MC). **A Medical Certificate** alone will not be accepted for make-up final exams. Disputes may be referred to the Resident Director.

(PLEASE NOTE: There are no exams in this course.)

There will be no make ups for other course assessments, and students who are absent from such assessments will receive a zero.

UB STATEMENT OF PRINCIPLE ON ACADEMIC HONESTY:

The University at Buffalo has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for appropriate citation of sources, and for respect for others' academic endeavors. By placing their name on academic work, students certify the originality of all work not otherwise identified by appropriate acknowledgements.

Additionally, students are expected to understand and abide completely by the following guidelines for academic integrity in all UB courses:

Plagiarism, cheating, and other incidents of academic dishonesty will result in an automatic failing grade for the course. Depending on the severity of the violation, your case may also be reported to UB for further investigation and may result in expulsion from the university.

Plagiarism consists of copying work from another source without giving proper citations. You must not copy information from printed materials, internet sources, or from the work of other students. **If you are uncertain about how to submit your work correctly, consult the instructor immediately.**

Any claim of ignorance of the rules of academic integrity by any student is unacceptable.

Syllabus

DISCLAIMER AND DETAILS:

Alterations may be made to this syllabus at any time. I will give you advance notice of any significant changes in the syllabus. The most recent details will always be available on helloworldciv.com.

Class Number	Topic	Relevant Crash Course(s)	Primary Source Readings (see Hello World Civ)	Due
Class 1 T Jan 31 W Feb 1	Intro I: Course Details			
Class 2 Th Feb 2 F Feb 3	Intro II: Blogging Proj: Details, Brainstorming, Prelim Research		Review the Syllabus - esp. the Assessments page of Hello World Civ	Quick Quiz: Syllabus Details
Class 3 T Feb 7 W Feb 8	Egypt	Ancient Egypt	The Birth of Hatshepsut	No tweets; just read for in-class discussion Discussion Reflection (DR) 1 Eligible Blogging Groups Due
Class 4 Th Feb 9 F Feb 10	Mesopotamia	Mesopotamia	Epic of Gilgamesh	ALL STUDENTS TWEET DR 1 Eligible
Class 5 T Feb 14 W Feb 15	Workshop 1: Post 1: Text-based	Tentative topics to be submitted on Monday Feb 13; subject to approval by Prof. Bennett in class		
Class 6 Th Feb 16 F Feb 17	Experiments in Monotheism		Selections from Genesis and Amos	Group A Responses DR 1 Eligible

Class Number	Topic	Relevant Crash Course(s)	Primary Source Readings (see Hello World Civ)	Due
Class 7 T Feb 21 W Feb 22	Greece	The Persians & Greeks	Lysistrata (Aristophanes)	Group B Responses DR 1 Eligible
Class 8 Th Feb 23 F Feb 24	The Persian Empire	The Persians & Greeks	The Customs of the Persians (Herodotus)	Group A Responses DR 1 Eligible
Sunday Feb 26 (L01 & L02) Monday Feb 27 (L03)	Post 1 Drafts DUE			
Class 9 T Feb 28 W Mar 1	The (Early) Hellenistic World		Selections from the Enchiridion (Epictetus); Letter to Meneoceus (Epicurus)	Group B Responses DR 1 Eligible Individual Feedback: Post 1
Class 10 Th Mar 2 F Mar 3	Workshop 2: Post 2 Work	Tentative topics due Wed Mar 1; subject to approval by Prof. Bennett in class. Come prepped to work on Post 2 research & creative medium.		
Class 11 T Mar 7 W Mar 8	India I: Early History & Hinduism	Indus Valley	No readings - Lecture Day	
Class 12 Th Mar 9 F Mar 10	India II: Classical India & Buddhism	Buddha & Ashoka	A: First Sermon; Dhammapada B: The Bhagavad Gita	Group A & B Responses DR 2 Eligible
Sunday Mar 12 (L01 & L02) Monday Mar 13 (L03)	Post 2 Drafts DUE			

Class Number	Topic	Relevant Crash Course(s)	Primary Source Readings (see Hello World Civ)	Due
Class 13 T Mar 14 W Mar 15	China I: Confucius and the Warring States Period	2000 Years of Chinese History!	Selections from the Analects	Group A Responses DR 2 Eligible Individual Feedback: Post 2
Class 14 Th Mar 16 F Mar 17	China II: Daoism, Unification, and the Han	2000 Years of Chinese History!	Selections from the Daodejing	Group B Responses DR 2 Eligible
Class 15 T Mar 21 W Mar 22	Workshop 3: Comments & Editing	Come prepped to comment on classmates' drafts on HWC; come w/ tentative plans to edit (depending on how long comments take...)		
Class 16 Th Mar 23 F Mar 24	Silk Road and Indian Ocean Trade			Nothing due! Phew.
Class 17 T Mar 28 W Mar 29	Rome: Toward Empire	The Roman Empire. Or Republic. Or... Which Was It?	Selections from Livy's <i>Histories</i>	Group A Responses DR 2 Eligible
Wed March 29 to Tues April 11	Publication of Post 1's			
Class 18 Th Mar 30 F Mar 31	Christianity & Rome	Christianity from Judaism to Constantine	"To the Newly Baptized" (Clement of Alexandria)	Group B Responses DR 2 Eligible
Class 19 T Apr 4 W Apr 5	Fall of Rome & Germanic States	Fall of the Roman Empire...	Selections from Germania (Tacitus)	Group A Responses DR 3 Eligible
Class 20 Th Apr 6 F Apr 7	Medieval Europe	The Dark Ages... How Dark Were They, Really?	First Life of St. Francis (Thomas of Celano)	Group B Responses DR 3 Eligible
Wed April 12 to Tues May 2	Publication of Post 2's			
Class 21 T Apr 11 W Apr 12	Islam	Islam, the Quran, and the Five Pillars	Sura 4 (selections) & 55 from the Quran	Group A Responses DR 3 Eligible

Class Number	Topic	Relevant Crash Course(s)	Primary Source Readings (see Hello World Civ)	Due
Class 22 Th Apr 13 W Apr 19	Mongols	Wait For It...The Mongols!	Selections from Carpini and Polo	No tweets; just read for in-class discussion DR 3 Eligible
Class 23 T Apr 18 F Apr 21	Africa	Mansa Musa and Islam in Africa	Selections from Ibn Battuta, <i>Travels in Asia and Africa</i>	Group B Responses DR 3 Eligible
Class 24 Th Apr 24 W Apr 26	Southeast Asia	Int'l Commerce, Snorkeling Camels, and the Indian Ocean Trade	TBD	ALL STUDENTS (Responses) DR 3 Eligible
Class 25 T Apr 25 F Apr 28	Wrap-Up Class			