

## **ANTH/GEOG/HIST/SOCS 139-01**

### **The World in Historical and Social Science Perspectives**

San Jose State University

Fall 2011 Semester

Meeting Times: MW 9-10:15 a.m.

Room: Clark 224

Instructor: Robert Simpkins

Office: Clark 402-G

Office hours: Tu 2-5 p.m.

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#### **Prerequisites of this course are:**

- Passage of the Writing Skills Test (WST)
- 100W is prerequisite or co-requisite to all Culture, Civilization and Global Understanding courses
- Upper division standing (60 units)
- Completion of Core General Education

#### **SJSU Studies: CULTURE, CIVILIZATION, & GLOBAL UNDERSTANDING (Area V)**

(For students beginning continuous enrollment in Fall 2005 or later, completion of, or co-registration in, a 100W course is required for enrollment in all SJSU Studies courses.

Courses used to satisfy Areas R, S, and V must be taken from three separate SJSU departments, or other distinct academic units (having own HEGIS Code).

#### **Course Description:**

This Course is an interdisciplinary historical social scientific investigation of world civilizations from the dawn of humankind until 1750 C.E. Topics covered include early human societies of the Paleolithic and Neolithic and the formation of the first cities and

civilizations in all areas of the world. We will also examine the rise of the first Empires, the expansion of long-distance trade networks, and the first transoceanic voyages that linked the Old and New Worlds, as well as the development of colonialism and the states of the Early Modern Period. Differing Cultures and Ideologies, and the impact of cross-cultural interaction will also be explored as a recurring theme of the course.

A variety of perspectives will be emphasized in discussing each period and region, and **eight historical and social scientific themes and categories** will serve as strands of learning in this course, including:

**Food ecology**, with special emphasis on the influence of water as a means to form agricultural units and develop networks of trade.

**Legal authority**, emphasizing crime and punishment across societies and cultures.

**Gender and ethnic relations**, emphasizing marriage and family relations.

**Cosmology**, emphasizing comparative religions.

**Cities**, with special emphasis on maps and structuring of space and density in societies and civilizations.

**Writing**, emphasizing oral and written historiographies of the various cultures and societies.

**Material culture and science**, with emphasis on the role of medicines and changing technologies in societies and cultures.

**Conflict and war**, with special regard for military tactics and their role in encounters and cultural contacts.

### **Course Goals and Student Learning Objectives:**

Courses in Culture, Civilization, and Global Understanding should give students an appreciation for human expression in cultures outside the U.S. and an understanding of how that expression has developed over time. These courses should also increase students' understanding of how traditions of cultures outside the U.S. have influenced American culture and society, as well as how cultures in general both develop distinctive features and interact with other cultures.

## **GE/SJSU Studies Student Learning Objectives (SLO):**

Students shall be able to:

- SLO1.** compare systematically the ideas, values, images, cultural artifacts, economic structures, technological developments, and/or attitudes of people from more than one culture outside the U.S. (**Assessed through the Art Through the Ages Assignment, Exams, Papers, Presentations and Oral Expression**);
- SLO2.** identify the historical context of ideas and cultural traditions outside the U.S. and how they have influenced American culture (**Assessed through the Art Through the Ages Assignment, Exams, Papers, Presentations and Oral Expression**); and;
- SLO3.** explain how a culture outside the U.S. has changed in response to internal and external pressures (**Assessed through the Art Through the Ages Assignment, Exams, Papers, Presentations and Oral Expression**).

## **Content:**

- Diversity. Issues of diversity shall be incorporated in an appropriate manner.
- Writing. Written assignments should include both in-class and out-of-class writing, giving students practice and feedback, and the opportunity for revision throughout the semester. Evaluative comments must be substantive, addressing the quality and form of writing. A single final term paper would not satisfy the requirement. A minimum of 3000 words of writing is required in a language and style appropriate for the discipline.
- Civic Learning. Courses shall address the civic relevance of the topic in an appropriate manner.
- Values Clarification: Students should demonstrate their ability to articulate and discuss their values and engage in civil discourse.
- Courses will address significant achievements of the human intellect and imagination in a comparative context to understand and appreciate different ideas, cultures, values, religions, institutions, languages, and peoples of the world.

**Pedagogical Approach:**

- Courses shall focus on issues or present perspectives from different academic disciplines.
- Courses shall require students to apply basic skills (reading, writing, speaking, critical thinking, research, and mathematics) and to utilize knowledge gained in Core General Education courses.
- Active Learning
  - Each course shall provide for active student participation. The course may not be exclusively lecture format. (Weekly discussion; Reading quiz discussion; Student presentations)
  - Assignments must utilize library research and oral and written communication skills. (Weekly discussion; Reading quizzes and discussion; Art Through the Ages Assignment)
  - Courses should promote reflective processes and critical analysis. (Weekly discussion; Reading quizzes and discussion; Art Through the Ages Assignment; Essays)
  - Primary sources. Class materials (readings, research) must include primary sources appropriate to the discipline (e.g. scholarly journal articles, original artwork) (Research and analysis for Art Through the Ages Assignment; Essays; course reading materials)

**Course Content Objectives:**

As a result of participation in this course, the student is expected to:

Describe historical, social, cultural, economic and political characteristics of the world prior to 1750 C.E.

Understand and explain major concepts associated with the eight strands identified above, particularly as seen from different disciplinary perspectives.

Contrast differing perspectives about historical events, social phenomena and cultural assimilation and resistance with regard to the developing communication and trade networks in the period under investigation.

Recognize that knowledge of the past is socially constructed and related to the location of the individual in space and time.

Analyze, interpret and evaluate evidence related to the cultural and historical analysis of art and art objects in world history.

Write critically and introspectively about historical objects in their place and time on the earth, using proper syntax, structure and mechanics, as identified in a manual of instruction.

Participate in and evaluate teaching and learning activities, which model appropriate curricula in world history and civilization.

### **Course Texts:**

**Required:** A course **reader** has been custom-prepared and is available in the campus bookstore. Readings are listed in the schedule. The reader has the same title and author as your course:

*The World in Historical and Social Science Perspectives*, edited by Robert Simpkins.

McGraw-Hill. **ISBN-13: 978-0-390-20052-5**

**Recommended:** *The Essential World History*, by William J. Duiker and Jackson J. Spielvogel Vol. I: to 1800. Wadsworth Thomson Learning. Belmont, CA.

### **Course Requirements:**

**Essays (Student Learning Objectives 1, 2 & 3):** There are **two** take-home **essays** worth **75 points each**. The essays will require you to discuss and analyze content from the reader, lecture, and films as it relates to a specific theme. They will also be comparative and analytical overviews of key issues, themes, and patterns from each half of the course's content. You will have to opportunity to make your own observations and share you thoughts and reflections on the content as well. Essays are

written at home and expected to be well-crafted and demonstrating significant reflection and time spent with course content. You will be given a choice of topics, from which you select **one**.

**Reading Quizzes (Student Learning Objectives 1, 2 & 3):** There are **eight reading quizzes** worth **25 points each**. You will be provided in advance with prompts pertaining to specific reader articles and asked to discuss these in the context of an in-class written response, linking the readings to larger topics introduced in lecture. Following the quizzes, student will also be asked to discuss their thoughts on the articles.

**Art Through the Ages (Student Learning Objectives 1, 2 & 3):** The Art Through the Ages assignment involves using materials beyond traditional documents and inscriptions to study history by examining the cultural context of artistic expression and material culture. This assignment requires **additional library research** to complete. Students will select a single item of either **material culture or architecture** (a work of art, object, ornament, clothing, building or other human-created space, etc.) and consider the cultural context of its creation, use, and how it was experienced by the people who had contact with it when it was created and during its history. This assignment is worth **100 points**, and will be described in further detail in a later handout, as well as through an in-class presentation by the instructor of how the assignment is to be done (paradigm). Completion of this paper constitutes your **Final Exam** requirement.

**Draft Review Policy:** Students wishing guidance on their Art Through the Ages paper or their essay are welcome to present early drafts of their work for comments. This may be done through appointments during scheduled office hours or via email prior to the deadline; students submitting early drafts via email must format the document for MS Word Mac or as a PDF; please allow me sufficient time for review

and comments, especially when a deadline is near. Drafts will be reviewed in the order received. **Note:** final papers and essays may **NOT** be submitted via email.

**Oral Expression (Discussion and Participation) (Student Learning Objectives 1, 2, and 3):** This course requires students to engage in both in-class discussion with their peers, and do a presentation in class. This semester, these requirements will be based upon two areas:

**1) General Participation** in class activities is expected throughout the semester.

Participation is generally defined as any action that contributes to the improvement of the class experience, including interaction with both the instructor and fellow students, as well as a clear demonstration of interest in the course, seeking help, and making efforts to improve work or assignments.

**2) Reading Quiz Discussion** follows the completion of reading quizzes on eight dates during the semester.

**Participation overall will be worth 50 points.**

**Presentations (Student Learning Objectives 1, 2, and 3):** Students will do one presentation of approximately **ten minutes**. Presentations will consist of a description and teaching demonstration of how topics and content from this course might be adapted into an assignment or lesson suitable for an elementary school age audience. Presentations may be done **individually or in pairs (more than two requires instructor approval and a compelling reason)**. Topics will be submitted in advance at the time presentations are scheduled, and must be approved before completion. Presentations will also include a written description of the assignment, as would be provided to elementary school age students. Students will be scheduled in advance for these presentations on specific days during the final class meetings; students with known schedule conflicts should arrange for an alternative date with the instructor as soon as possible. Detailed guidelines for the presentations will be provided later in the semester. Grades will be based on creativity, use of knowledge derived from the course and from additional research, suitability of the assignment to a grade school audience,

and clarity of the presentation itself to the classroom audience. Presentations are worth **100 points**.

**COURSE GRADE:**

Below are the point values of all assignments, and their percentage of the total grade:

<b>ASSIGNMENT</b>	<b>POINTS</b>	<b>%</b>
Reading Quizzes (25 X 8)	200	33.3
Essays (75 X 2)	150	25
Presentation	100	16.67
Art Through the Ages Paper	100	16.67
Participation	50	8.33
<b>Total</b>	<b>600</b>	

**GRADING:** Grades are given based upon a standard grading scale as follows:

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>
<b>+</b>	<b>97-100</b>	<b>87-89</b>	<b>77-79</b>	<b>67-69</b>	
	<b>93-96</b>	<b>83-86</b>	<b>73-76</b>	<b>63-66</b>	<b>0-59</b>
<b>-</b>	<b>90-92</b>	<b>80-82</b>	<b>70-72</b>	<b>60-62</b>	

Your percentage is your total points divided by the total points possible on the assignments. Each assignment will contain its grading criteria within the instructions. Please note that all scores below 60% will receive failing grades. **Completion of all assignments does NOT guarantee a passing grade in the course.**

**POLICIES:**

Attendance is expected for all students, and you are responsible for all material covered during class time.

Please arrive to class on time.

If you cannot arrive on time, it is nevertheless better to come late than not at all - please enter discretely and take your seat.

All students should turn **off** cell phones when entering the room.

If you miss class, you are advised to obtain lecture notes from other students. I will answer questions, and encourage students to attend office hours to discuss missed material, but I cannot repeat the content of entire lectures for students who have missed class, **nor will I supply copies of my own lecture notes or slides.**

Students should notify me (preferably via e-mail) if they will be or were unable to attend class with a *reasonable excuse* (illness, family emergency, work conflict, etc.). This is especially important if there are any handouts or changes in the schedule, such as the postponement of an exam.

**NOTE:** I regularly take attendance; this is largely to assist me in learning all of your names to assess participation, and to link people to the work they turn in.

**LATE POLICY:** Unless a student receives explicit approval from me, all **LATE assignments** will be penalized by **25% of their value** if received after the end of class on the due date, and by **50%** if received after the end of class the following week - and will **not** be accepted after two weeks beyond the due date. **No assignment** may be turned in beyond the day of the scheduled Final Exam. Assignments **must** be turned in as a printed document – email is **NOT** acceptable. Please plan ahead to avoid last-minute computer and printer errors.

**OFFICE HOURS:** Students are encouraged to ask questions in class, but for those wishing to speak to me individually, please come to my office in **Clark Hall 402G** on **Tuesdays from 2 to 5 p.m.** Additionally, **special arrangements can sometimes be made** to meet with students at other times, my schedule permitting. Students are also encouraged to **contact me via phone or (especially) e-mail with questions or problems**; whenever possible, a response will be given that day.

## UNIVERSITY POLICIES:

### DROPPING A CLASS

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. [Information on add/drops are available at http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html](http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html). [Information about late drop is available at http://www.sjsu.edu/sac/advising/latedrops/policy/](http://www.sjsu.edu/sac/advising/latedrops/policy/). Students should be aware of the current deadlines and penalties for adding and dropping classes.

**To drop a class**, go to <http://my.sjsu.edu>

Enter your SJSU ID and Password – you may now use your nine-digit SJSU ID to login to MySJSU. If you are a continuing student and have previously been given a User ID beginning with an uppercase W, you can continue to use this ID to log in.

If you drop a class, you must do so prior to the time you submit payment to ensure that your registration fees are properly assessed.

**Navigate to “Self Service” > Student center > Drop a class**

Click on “Drop Classes”

Click the checkbox next to each class you wish to drop and click “Drop Selected Classes”

Review your selection and click “Finish Dropping”

### Instructor Drops

Instructors are permitted to drop students who fail to attend the first scheduled class meeting and who fail to inform the instructor prior to the second class meeting of the reason for any absence and their intention to continue in the class. Some instructors will drop students who do not meet the stated course prerequisites. However, they are not required to do so. **It is the student’s responsibility to make sure classes are dropped.**

## **ACADEMIC INTEGRITY:**

Students should know that the University's Academic Integrity Policy is available at [http://sa.sjsu.edu/download/judicial\\_affairs/Academic\\_Integrity\\_Policy\\_S07-2.pdf](http://sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf). Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require you to be honest in all your academic course work. **Faculty members are *required* to report all infractions to the office of Student Conduct and Ethical Development.** The website for Student Conduct and Ethical Development is available at [http://sa.sjsu.edu/judicial\\_affairs/index.html](http://sa.sjsu.edu/judicial_affairs/index.html).

Instances of academic dishonesty will **not** be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. **If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.**

The details below are excerpted from the **official campus policy on Academic Integrity:**

Academic integrity is essential to the mission of San José State University. As such, students are expected to perform their own work (except when collaboration is expressly permitted by the course instructor) without the use of any outside resources. Students are not permitted to use old tests, quizzes when preparing for exams, nor may they consult with students who have already taken the exam. When practiced, academic integrity ensures that all students are fairly graded. Violations to the Academic Integrity Policy undermine the educational process and will not be tolerated. It also demonstrates a lack of respect for oneself, fellow students and the

course instructor and can ruin the university's reputation and the value of the degrees it offers.

We all share the obligation to maintain an environment which practices academic integrity. Violators of the Academic Integrity Policy will be subject to failing this course and being reported to the Office of Student Conduct and Ethical Development for disciplinary action which could result in suspension or expulsion from San José State University.

### **CHEATING:**

At SJSU, cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means. Cheating at SJSU includes but is not limited to:

Copying in part or in whole, from another's test or other evaluation instrument;  
Submitting work previously graded in another course unless this has been approved by the course instructor or by departmental policy.  
Submitting work simultaneously presented in two courses, unless this has been approved by both course instructors or by departmental policy.  
Altering or interfering with grading or grading instructions;  
Sitting for an examination by a surrogate, or as a surrogate;  
any other act committed by a student in the course of his or her academic work which defrauds or misrepresents, including aiding or abetting in any of the actions defined above.

### **PLAGIARISM:**

At SJSU plagiarism is the act of representing the work of another as one's own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements. Plagiarism at SJSU includes but is not limited to:

The act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substances of another's work, without giving appropriate credit, and representing the product as one's own work; and representing another's artistic/scholarly works such as musical compositions, computer programs, photographs, painting, drawing, sculptures, or similar works as one's own.

Students caught engaging in the above actions will receive an **automatic F in the course** and a **report to the Office of Student Conduct and Ethical Development** for further disciplinary action. Students with prior incidents on report may find themselves **suspended or expelled** from the University. **Claiming ignorance of what constitutes cheating or plagiarism is no excuse.** If you are in doubt, ask me for clarification. If you are genuinely having difficulties completing assignments, you are better off being honest (to you and me) than you are trying to cheat and hoping to get away with it.

More information can be found on the campus website section for Office of Student Conduct and Ethical Development: [http://sa.sjsu.edu/judicial\\_affairs/index.html](http://sa.sjsu.edu/judicial_affairs/index.html)

#### **STUDENTS WITH DISABILITIES:**

##### **Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours.

**Presidential Directive 97-03** requires that students with disabilities requesting accommodations must register with the **DRC (Disability Resource Center)** to establish a record of their disability. I will work with the DRC to assist you based upon their recommendations. I am not authorized to make assessments of personal situations regarding disabilities, and request that you *prepare well in advance* for any special needs you may have, particularly for taking exams. You can find more information on

SJSU's policies and the programs available, as well as your rights at:

<http://www.drc.sjsu.edu/>

## **STUDENT RESOURCES ON CAMPUS:**

### **Student Technology Resources**

Computer labs for student use are available in the Academic Success Center located on the 1<sup>st</sup> floor of Clark Hall. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

### **Learning Assistance Resource Center**

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The LARC website is located at <http://www.sjsu.edu/larc/>.

### **SJSU Writing Center**

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all

disciplines to become better writers. The Writing Center website is located at <http://www.sjsu.edu/writingcenter/about/staff/>.

### **Peer Mentor Center**

The Peer Mentor Center is located on the 1<sup>st</sup> floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required. The Peer Mentor Center website is located at <http://www.sjsu.edu/muse/peermentor/> .

**GEOG 139-01 - The World in Historical and Social Science Perspectives**

**Weekly Schedule – Spring 2012 Semester**

All Dates are subject to revision; students will be informed in class and via email in the event revisions are necessary. Specific pages may vary based upon which edition of the reader you have.

<b>WEEK</b>	<b>DATE</b>	<b>ACTIVITY</b>
1	1/25	Introduction
2	1/30	<b>Art Through the Ages Assignment – in-class paradigm</b>
2	2/1	<p><b>Section 1: The First Humans and Early Civilizations – Early Humans</b></p> <p><b>Readings:</b>                      We Are All Africans (p. 4)                      The New Neandertal (p. 8)                      New Women of the Ice Age (p. 11)                      The Dawn of Art (p. 40)                      The Slow Birth of Agriculture (p. 17)</p> <p><b>Recommended Readings:</b>                      The Essential World History, Chapter 1</p>
3	2/6	<p><b>Section 1: The First Humans and Early Civilizations – Early Humans</b></p> <p><b>Assignment: Reading Quiz 1</b></p>
3	2/8	<p><b>Section 1: The First Humans and Early Civilizations – The Bronze Age World</b></p> <p><b>Readings:</b>                      Dawn of the City (p. 38)                      Prehistory of Warfare (p. 44)                      Writing Gets a Rewrite (p. 48)                      Poets and Psalmists: Goddesses and Theologians (p. 51)                      The Cradle of Cash (p. 55)                      Indus Valley, Inc. (p. 66)                      Messages from the Dead (p. 82)                      Empires in the Dust (p. 74)                      Hammurabi and Moses: Law as a Mirror of Civilization (p. 95)</p>

WEEK	DATE	ACTIVITY
4	2/13	<p><b>Section 1:</b> The First Humans and Early Civilizations – The Bronze Age World</p> <p><b>Readings:</b>  City of the Hawk (p. 21)  All the King's Sons (p. 24)  How to Build a Pyramid (p. 61)  Black Pharaohs (p. 78)</p> <p><b>Film:</b> Egypt's Great Queen</p>
4	2/15	<p><b>Section 1:</b> The First Humans and Early Civilizations – The Bronze Age World</p> <p><b>Assignment:</b> Reading Quiz 2</p>
5	2/20	<p><b>Section 1:</b> The First Humans and Early Civilizations - Mythology and the Greek World</p> <p><b>Readings:</b>  TBA</p> <p><b>Recommended Readings:</b>  The Essential World History, Chapter 4</p> <p><b>Film:</b> Aegean: The Mystery of Atlantis</p>
5	2/22	<p><b>Section 1:</b> The First Humans and Early Civilizations - Mythology and the Greek World</p>
6	2/27	<p><b>Section 1:</b> The First Humans and Early Civilizations - Mythology and the Greek World</p> <p><b>Assignment:</b> Reading Quiz 3</p>
6	2/29	<p><b>Section 1:</b> The First Humans and Early Civilizations – The Two Silk Roads</p> <p><b>Readings:</b>  Uncovering Ancient Thailand (p. 70)  China's First Empire (p. 85)  Asoka and Shi Huangdi: Honey and Vinegar (p. 107)</p> <p><b>Recommended Readings:</b>  The Essential World History, Chapter 2, 5, 8, 9, 10, 11</p> <p><b>On-line Film:</b> Silk Road - Art Gallery in the Desert</p>

<b>WEEK</b>	<b>DATE</b>	<b>ACTIVITY</b>
7	3/5	<p><b>Section 1:</b> The First Humans and Early Civilizations – The Two Silk Roads</p> <p><b>Assignment:</b> Reading Quiz 4</p>
7	3/7	<p><b>Section 2:</b> The Medieval World – Civilizations of the Americas</p> <p><b>Readings:</b>  Beyond the Family Feud (p. 90)  The New Maya (p. 126)  The Maya Collapses (p. 151)  Earth Movers (p. 160)  Aztecs: A New Perspective (p. 228)</p> <p><b>Recommended Readings:</b>  The Essential World History, Chapter 6</p> <p><b>On-line Film:</b> Lost King of the Maya</p>
8	3/12	<p><b>Section 2:</b> The Medieval World – Civilizations of the Americas</p> <p><b>Assignment:</b> Reading Quiz 5</p>
8	3/14	<p><b>Section 2:</b> The Medieval World – Civilizations of Africa</p> <p><b>Readings:</b> TBA</p> <p><b>Recommended Readings:</b>  The Essential World History, Chapter 8</p> <p><b>Film:</b> Africa - A History Denied</p>
9	3/19	<p><b>Section 2:</b> The Medieval World – Civilizations of Africa</p> <p><b>Assignment:</b> Reading Quiz 6</p>

<b>WEEK</b>	<b>DATE</b>	<b>ACTIVITY</b>
9	3/21	<p><b>Section 2: The Medieval World – The Two Medieval Europes</b></p> <p><b>Readings:</b>  The Survival of the Eastern Roman Empire (p. 122)  The Ideal of Unity (p. 129)  The Age of the Vikings (p. 140)  The Fall of Constantinople (p. 145)  Marco Polo and Ibn Battuta (p. 165)  Mansa Musa and Louis IX: Pilgrims and State-Builders (p. 179)  The Ottomans in Europe (p. 241)</p> <p><b>Recommended Readings:</b>  The Essential World History, Chapter 12</p> <p><b>Assignment:</b> Essay 1 Due</p>
10	3/26	<b>NO CLASS MEETING</b>
10	3/28	<b>NO CLASS MEETING</b>
11	4/2	<p><b>Section 2: The Medieval World – The Two Medieval Europes</b></p> <p><b>Assignment:</b> Reading Quiz 7</p>
11	4/4	<p><b>Section 3: The Modern World - Exploration and Its Consequences</b></p> <p><b>Required Readings:</b>  The Arab Roots of European Medicine (p. 133)  Prince Henry and Zhang He: Sailing South (p. 188)  1492: The Prequel (p. 200)  The Other 1492: Jews and Muslims in Columbus's Spain (p. 205)  The Far West's Challenge to the World, 1500-1700 A.D. (p. 209)  A Taste of Adventure: Kerala, India, and the Molucca Islands (p. 214)  After Dire Straits, an Agonizing Haul Across the Pacific (p. 218)  The Significance of the Battle of Lepanto (p. 223)  Queen of the India Trade (p. 245)  Eyes Wide Open (p. 300)  In God's Place (p. 304)  Bacon and Galileo: The New Science (p. 364)</p> <p><b>Recommended Readings:</b>  The Essential World History, Chapter 13, 15, 16</p>

WEEK	DATE	ACTIVITY
12	4/9	<b>Section 3:</b> The Modern World - Exploration and Its Consequences  <b>Assignment:</b> Reading Quiz 8
12	4/11	<b>Section 3:</b> The Modern World – Old and New Empires  <b>Readings:</b> The Peopling of Canada (p. 232) 400 Years of the East India Company (p. 236) The World, the Flesh, and the Devil (p. 262) The Luther Legacy (p. 267) Elizabeth I: Gender, Power & Politics (p. 270) The Return of Catherine the Great (p. 275) Benjamin Franklin: An American in London (p. 278) From Mercantilism to the 'Wealth of Nations' (p. 283) As Good as Gold? (p. 288) Slavery and the British (p. 309) The Workshop of a New Society (p. 307) Erasmus and Luther: the Reformer's Dilemma (p. 327) Elizabeth and Akbar: The Religion of the Ruler? (p. 338) Kangxi and Louis XIV: Dynastic Rulers, East and West (p. 354) <b>Recommended Readings:</b> The Essential World History, Chapter 14, 18  <b>Film:</b> Taj Mahal
13	4/16	<b>Section 3:</b> The Modern World – Old and New Empires
13	4/18	<b>Section 3:</b> The Modern World – Old and New Empires  <b>Assignment:</b> Reading Quiz 9
14	4/23	STUDENT PRESENTATIONS
14	4/25	STUDENT PRESENTATIONS
15	4/30	STUDENT PRESENTATIONS
15	5/2	STUDENT PRESENTATIONS
16	5/7	STUDENT PRESENTATIONS  <b>Assignment:</b> Essay 2 Due
16	5/9	STUDENT PRESENTATIONS
17	TBA	<b>FINAL EXAM:</b> <b>Assignment:</b> Art Through the Ages Paper <b>Due</b>