HIST 100 (Sections 1-14): World History to 1500 CE   Fall 2013

INSTRUCTOR INFORMATION:

Instructor: Prof. E.A. Pollard

Lecture: Mondays and Wednesdays 12:00 – 12:50 in A&L 201

Break-Out Sections:  Wednesdays at 1:00 - 1:50 or Fridays 12:00 -12:50  
[Time, Location, and TA vary by section number (see below)]

Instructor Contact Information: epollard@mail.sdsu.edu (e-mail is best, but phone: 594-6992)

Instructor Office: A&L 527        Class Twitter Feed:  SDSU History 100 @sdsu_h100

Instructor Office Hours: Mondays from 10:15-11:15 AM and Wednesdays from 2:00 -3:00 PM

Teaching Associates and Break-Out Sections:

<table>
<thead>
<tr>
<th>Time/ Section (Schedule #)/ Room</th>
<th>Name</th>
<th>E-mail/Twitter</th>
<th>A&amp;L Office</th>
<th>Phone #</th>
</tr>
</thead>
<tbody>
<tr>
<td>W /  Sec 1 (21556)/ HH-150</td>
<td>Suzanne Genshock</td>
<td><a href="mailto:suzannegenshock@yahoo.com">suzannegenshock@yahoo.com</a></td>
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<td>Suzanne @suzgens</td>
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<td>Javier Gonzalez-Meeks</td>
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<td>Javier C. Gonzalez @Javier_h100</td>
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<tr>
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<td>Joana_Hist100 @JoanaGuz</td>
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<tr>
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<td>schorsch @schorschk</td>
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<td>Jonathan Monteith @Leviajonathan</td>
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COURSE INFORMATION:

Course Description: HIST 100 --- World History from Beginnings to 1500 CE --- offers students an opportunity to explore world historical themes and developments from the beginnings of humanity up until the period when the eastern and western hemispheres established ongoing contact with one another. World History is NOT a march through time attempting to tell the full story of famous men who ruled one civilization after another, but rather world history IS an attempt to examine global phenomena and why, where, how, and when they happened, as well as how historians construct the story of those phenomena. World historical examination requires a temporally- and geographically-grounded discussion of political entities and power relationships, gender and other social hierarchies, religious ideas, and the transregional connections that facilitated the movement of peoples, goods, ideas, and germs.

Student Learning Outcomes:

Learning outcomes are skills- and content-related goals that your professor has set for the course. Ideally the activities your professor sets for the class are ways to help you reach those outcomes/goals. Assessment measures (tests, papers, concept checks) are not only graded assignments, but doing the assignment is another activity that helps you reach a learning goal. For example, a test is a way to give you a grade for your mastery of content, but your studying for the test (and sometimes even the process of taking it) is a way to cement your knowledge of the material.

This course will help you hone some history-specific skills; but since this is a GE Foundations Humanities course, HIST 100 also aims to help you refine goals related to the GE program at SDSU. This course is one of four Foundations courses that you will take in the area of Humanities and Fine Arts. Upon completion of this area of Foundations, you will be able to:

GE HUM Goal 1) analyze written, visual, or performed texts in the humanities and fine arts with sensitivity to their diverse cultural contexts and historical moments;

GE HUM Goal 2) describe various aesthetic and other value systems and the ways they are communicated across time and cultures;

GE HUM Goal 3) identify issues in the humanities that have personal and global relevance;

GE HUM Goal 4) demonstrate the ability to approach complex problems and ask complex questions drawing upon knowledge of the humanities.
## Chart of Learning Goals (history-specific), Class Activities (and related GE/HUM goals), and the Assessment Measures

<table>
<thead>
<tr>
<th>Desired Learning Outcomes (GOALS) #hist100 (in-class questions)</th>
<th>Associated Class Activity (and related GE HUM Goals)</th>
<th>Assessment Measure (GRADED ASSIGNMENTS)</th>
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<tr>
<td><strong>Students READ and ANALYZE history --- both textbook treatments and the source materials used by historians to construct a record of the past --- in order to CONSTRUCT their own world-historical arguments. #histsource #historiography</strong></td>
<td><em>Weekly readings from the textbook and the MW large-lecture expose students to the &quot;story&quot; of world history as well as the building blocks used by historians to tell this story. Break-out section discussions give students frequent practice in analyzing the building blocks used by historians.</em> (GE HUM Goals 1 and 2)</td>
<td>Large-lecture concept checks (via I&gt;clicker); Discussions in break-out section; Exams I and II (including SBT); Out-of-Class SBT</td>
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<td><strong>Students DISCUSS --- in writing and verbally --- major questions and issues related to world history as a topic and way of thinking. See weekly hash-tags</strong></td>
<td>Break-out sections and Bb discussion areas give students the opportunity to talk about what they are learning. Focus questions (on the syllabus, ppts, and at the beginning and end of each WTWA chapter) will help guide these discussions. (GE HUM Goals 1 and 4)</td>
<td>Participation in break-out section; SBTs (In-class and Out-of-Class); and Exams I and II</td>
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<td><strong>Students will RECOGNIZE the geographical and temporal component of world historical developments.</strong></td>
<td>Readings (including the maps and &quot;chrono-sequencers&quot; in the book and in the Norton study space) and large-lecture will make frequent use of maps and time-lines to discuss how world history plays out across space and time. (GE HUM Goals 2 and 3)</td>
<td>Large-lecture concept checks (via I&gt;clicker); map/time-related questions on Exams I and II</td>
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<td><strong>Students DEMONSTRATE mastery of basic content --- the who, what, when, where, and why --- of world historical developments. #worldhist</strong></td>
<td>Readings and large-lecture (supplemented by break-out sections) will focus on telling the story of world history. (GE HUM Goals 1, 2, and 4)</td>
<td>Large-lecture concept checks (via I&gt;clicker; participation in break-out section; Exams I and II</td>
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<td><strong>Students TRACE the relationship between humans and the environment, and the role of climate change, in world history pre-1500 CE. #climate #sustainability</strong></td>
<td>Readings and large-lecture (supplemented by break-out sections) will emphasize on-going environmental/sustainability themes, such as climate change (cooling/warming &amp; drying/wet trends) and human impact (deforestation, etc.) on environment. (GE HUM Goals 3 and 4)</td>
<td>Environment/Climate-related questions (via I&gt;Clicker and Exams I and II); Sustainability-related SBT</td>
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## Grading:

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<tr>
<th>Item</th>
<th>Description and Due Dates</th>
<th>Points (1000)</th>
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<tr>
<td>Large-Lecture Attendance and Concept Checks (10%)</td>
<td>Clickers will be used in almost every large-lecture meeting for concept checks and surveys. At least 12 times during the semester, those checks will be used to document your participation at the large-lecture.</td>
<td>100</td>
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<td>(Best 10 of at least 12 @ 10 pts each)</td>
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<tr>
<td>Break-Out Section Attendance and Participation (10%)</td>
<td>TAs will assign scores for the quality of your participation in the discussions and activities that take place in break-out sections. If you do not attend break-out section, you cannot participate in these discussions and so your grade will be lowered significantly if you miss. <strong>Students missing more than four break-out sections will receive a ZERO for this line item.</strong></td>
<td>100</td>
</tr>
<tr>
<td>Exam 1 (30%): in TWO PARTS</td>
<td><strong>Part One:</strong> Monday, <strong>Oct. 14 in A&amp;L 201, 12:00-12:50</strong> (200 pt. Multiple Choice, BRING SCANTRON) <strong>Part Two:</strong> Wednesday, <strong>Oct 16 in A&amp;L 201, 12:00-12:50</strong> (100 pt SBT: in-class, source-based, thesis-driven essay, BRING BLUEBOOK)</td>
<td>300</td>
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<td>Source-Based Thesis-Driven Essay (SBT), Out-of-Class (20%)</td>
<td>Due on <strong>Monday, Dec. 2</strong> (via turnitin.com and in-class) See Bb for full description</td>
<td>200</td>
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<tr>
<td>Exam 2 (30%)</td>
<td><strong>Wednesday, Dec. 18 in A&amp;L 201 at 10:30-12:30 PM</strong> (200 pt multiple choice, BRING SCANTRON) <strong>AND</strong> (100 pt SBT: in-class, source-based, thesis-driven essay, BRING BLUEBOOK)</td>
<td>300</td>
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<td>Extra Credit (up to 5%)</td>
<td>Various opportunities made available throughout the semester; usually involving twitter participation, attending a lecture (on- or off-campus), visiting a museum, etc.; See Bb for EC opportunities</td>
<td>Varies, 50-pt max</td>
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NB: Be sure to keep your graded assignments. If you think your grade has been incorrectly recorded on Bb, you'll need these assignments (with the TA's grade written on them) to correct the gradebook. Contact your TA or the professor immediately, if you catch a misreported grade on Bb.

Final grades for the course and what they mean (from the SDSU General Catalog): an A connotes "outstanding achievement; available only for the highest accomplishment"; a B is awarded for "praiseworthy performance; definitely above average"; a C is assigned to work that is "average; awarded for satisfactory performance; the most common undergraduate grade" [emphasis mine]; a D describes performance that is "minimally passing; less than the typical undergraduate achievement," and an F connotes failing. "+"s will be assigned to final grades ending in 8 and 9 (ex: 88 or 89 is a B+) and "-"s will be assigned to final grades ending in 0, 1, and 2 (ex: 80, 81, or 82 is a B-).
REQUIRED COURSE MATERIALS (WTWA Textbook, WTWA Study-Space, i>Clicker, Blackboard; TWO 8.5x11 bluebooks, and TWO Scantron Forms):


WTWA Study Space: We will also be using the on-line study-space associated with Worlds Together, Worlds Apart. To access that study space, go to http://www.wwnorton.com/college/history/worlds-together-worlds-apart3/ and register using the code just inside the front flap of your textbook. If you bought a used or rental textbook, you have to pay a nominal fee on-line to access the text bank (other parts of the site are free).

i>Clickers: A classroom response system (aka "clickers") will be used in our course. Clickers are small handheld devices used to foster interaction, active learning, and quick feedback for faculty and students. You are required to obtain a clicker as a learning resource, just as you would a required text. You must purchase your i>clicker from the bookstore and register your i>clicker on Bb prior to the third large-lecture class meeting (9/4/13), and bring your clicker to class on that day, and every large-lecture thereafter, prepared to participate. WRITE YOUR NAME ON YOUR CLICKER. For our class, you will register your clicker via Blackboard. More information on the registration process for your clicker can be found by going to http://clicker.sdsu.edu (check the left-hand column for student support, including the “register clicker” tab).

Students may not use other students' clickers; doing so is, at best, a book-keeping disaster and, at worst, a violation of academic integrity. Any student found using multiple clickers for large-lecture concept checks, and all those to whom those clickers belong, will be given a ZERO for the entire semester’s worth of clicker points. In other words, if found with multiple clickers during large-lecture, the students to whom those clickers are registered will receive a ZERO for the line item of your final grade associated with large-lecture concept checks (i.e. a ZERO for 10% of the final grade in the course).

Turnitin.com: By taking this course, you agree that all required papers may be subject to submission for textual similarity review to Turnitin for the detection of plagiarism. Some papers submitted for review will be included as source documents in the global Turnitin repository to be used in future reviews. You should remove your name and any other personally identifying information from your papers prior to submission to Turnitin. More details on how exactly to use Turnitin via Bb will be provided.
Blackboard:

Among other uses, Blackboard will be actively employed for communication between professor/TAs and students, the distribution of handouts (assignment guidelines and study guides), continuation of classroom discussion on the discussion boards, posting of Power Point presentations, Turnitin.com submissions, and posting of grades.

If you have questions regarding Blackboard, please contact the Help Desk at Student Computing Services. Phone: (619) 594-3189; Email: scc@rohan.sdsu.edu (use email if you have a question that doesn't need an immediate response); Web Site: http://www-rohan.sdsu.edu/~scc or http://library.sdsu.edu/computing/blackboard

Twitter:

Announcements, links of interest, and other follow-up materials will be sent to students via Twitter (as well as via the Announcements feature of Blackboard and e-mail). Most importantly, though, Twitter will be the primary method for students to ask questions during the large lecture (MW 12-1250). If you have a question during lecture, you can tweet it to @sdsu_h100 (include #hist100) or save the question to ask via e-mail, in section, or in office hours.

If you already have a Twitter account, please consider “following” the @sdsu_h100 feed and using it for questions during lecture (or afterwards); and “follow” the Twitter account of your TA (see syllabus p. 1, for TA Twitter accts). I will not “follow” you, so I won’t see whatever crazy things you are tweeting at 3AM on Saturday morning. If you do not currently have a Twitter account, please consider creating one for the purpose of HIST 100; see twitter.com for account set-up. There will be an extra credit opportunity or two that will require the use of Twitter. Please do avail yourself of this interactive aspect of the course!

GENERAL POLICIES:

Attendance at class meetings, both large-lecture and break-out section, IS REQUIRED. Arrive to class on-time and remain the length of class or you will not receive credit for attending that day. Please silence all cell-phones and pagers while in class. No newspaper-reading, video game-playing, random (non-class related) web surfing (example: shopping, facebook updating, internet dating, etc.), phone conversations, or texting (except tweeting a question to the prof!) during large-lecture or break-out section --- TAs will identify such activity, warn you, and ask you to leave if repeated.

Do NOT miss exams or SBTs (in-class or take-home). As a general rule, extensions on assignment due dates and/or "make-ups" will not be granted. PLAN AHEAD. Late take-home SBTs will be penalized with a lowered grade (one letter-grade reduction for each day late).

In your written work and in your classroom involvement (both in person and on-line) you will be expected to adhere to "acceptable standards of conduct" as discussed on the web page for the Center for Student Rights and Responsibilities (http://www.sa.sdsu.edu/srr/).
COURSE CALENDAR:

What follows are the weekly focus questions, large-lecture and break-out section topics, and the corresponding readings in Worlds Together, Worlds Apart (WTWA). There are two sets of page numbers: 2e for those of you using the second edition (2008, with Gandharan Buddha sculpture on cover) and 3e for those of you using the third edition (a much revised 2011, with kneeling Qin terra cotta warrior on the cover). The professor reserves the right to adjust the readings slightly, should the need arise.

**Week One (8/26, 8/28, and 8/30) Getting Started with World History**

*Weekly Focus Questions:* When does world history begin and what belongs in the narrative? What are the scales of time and place for thinking about world history?

*Weekly Twitter Hash-tags:* #humanorigins, #ibha, #bighistory, #paleolithic

8/26  Introduction to World History (WTWA, 2e xxix-xxxv, 3e xxxi-xxxvi)

8/28  Becoming "Human" --- 200,000 BP (WTWA, 2e 2-25, 3e 3-23)

8/28 & 8/30  Break-out Section Topic: Scales of Time and Place for pre-1500CE World History

**Week Two (9/2, 9/4, and 9/6) Humans, Interaction, and the Environment**

*Weekly Focus Questions:* Based on your WTWA reading (esp. pp. 2e 26-42 or 3e 24-36), what are two similarities and two differences for how the agricultural revolution happened in different places around the globe, ca. 12,000-8,000 BP. Think about where the agricultural revolution happened, when, and what it looked like (i.e. types of crops and animals).

*Weekly Twitter Hash-tags:* #agrev, #stoneage, #paleolithic, #neolithic

9/2  Labor Day – NO CLASS - Campus Closed

9/4  "Food Production" --- Agricultural or String Revolution? ca. 10,000 BCE (WTWA, 2e 26-48, 3e 24-41)

9/4 & 9/6  Break-out Section Topic: Gender in Pre-History

**Week Three (9/9, 9/11, and 9/13) Beginnings of "Civilization": Rivers, Cities, and Specialization (4000 – 2000 BCE)**

*Weekly Focus Questions:* After reading WTWA pp. 2e 51-93 or 3e 43-75, what are three features that the earliest civilizations shared (4000 – 2000 BCE)? Support your thinking with specific examples from Mesopotamia, Indus Valley, Egypt, and East Asia.

*Weekly Twitter Hash-tags:* #ancientegypt, #harappa, #riverciv

9/9  When, Where, and Why do "Civilizations" develop? --- Mesopotamia and Harappan India (WTWA, 2e 50-72, 3e 43-62)
9/11 Features of Early "Civilizations" --- Egypt, East Asia, and the Aegean
\((WTWA, 2e 72-95, 3e 62-83)\)

9/11 & 9/13 Break-out Section Topic: Maps and Map Literacy in World History

**Week Four (9/16, 9/18, and 9/20)  Migrations and Territorial States (2000 – 1200 BCE)**

*Weekly Focus Questions:* Based on your reading of \(WTWA\) pp. 2e 97-136 or 3e 85-122, describe in detail the features -- both shared and distinctive --- of nomadic pastoralists and migratory transhumant groups. Why are such nomads and their migrations so important for understanding world history 2000-1200 BCE as an interconnected and transregional development?

*Weekly Twitter Hash-tags:* #pastoralnomads

9/16 Working with Primary and Ancient Secondary Sources (non-written and written)

9/18 "Nomads, Territorial States, and Microsocieties" \((WTWA\ 2e 96-138, 3e 85-121)\)

9/18 & 9/20 Break-out Section Topic: Competing Flood Narratives --- Gilgamesh and Noah

**Week Five (9/23, 9/25, and 9/27)  First Empires in Afro-Eurasia (1200 - 350 BCE)**

*Weekly Focus Questions:* Based on your reading of \(WTWA\) pp. 2e 141-180 or 3e 125-159, use specifics from one of the major empires of 1200-350 BCE (Neo-Assyrian, Persian, OR Zhou Dynasty) to discuss the major features of an empire. What makes an empire form and last, and what determines its boundaries (i.e. who is "in" and who is "out")?

*Weekly Twitter Hash-tags:* #neo-assyrians, #zhou

9/23 Empires with Centralized Rule --- Assyria and Persia
\((WTWA, 2e 141-166, 3e 125-147)\)

9/25 Empires with more De-centralized Rule --- Vedic Society and the Zhou
\((WTWA, 2e 166-181, 3e 147-159)\)

9/25 & 9/27 Break-out Section Topic: Using Ancient Sources to talk about Centralized and De-Centralized Empires (1200-350 BCE)
**Week Six (9/30, 10/2, and 10/4)  New Ideas, New Polities (1000 – 350 BCE)**

**Weekly Focus Question:** Drawing from *WTWA*, pp. 2e 183-228 or 3e 161-201, use three different examples (one each from three different cultures) to discuss how teachers/philosophers contributed to their 'worlds [being] turned inside out (1000 – 350 BCE),' to use the phrase that is the title of chapter five. Consider the social/political problems each teacher/philosopher was trying to address, the solutions he proposed, and how those solutions were received (or not).

**Weekly Twitter Hash-tags:** #axialage

9/30  Intellectual/Spiritual Developments and Political Turmoil --- East Asia, South Asia and the Mediterranean (*WTWA*, 2e 183-212, 3e 161-182 and 190-200)

10/2  Sub-Saharan Africa and the Americas in an "Axial Age"  
(*WTWA*, 2e 212-229, 3e 182-190)

10/2 & 10/4  Break-out Section Topic: SBT Practice on “Axial Age” and Review for Exam I

**Week Seven (10/7, 10/9, and 10/11) Hellenism and the "Silk Road" (350 BCE – 250 CE)**

**Weekly Focus Question:** Drawing from *WTWA*, pp. 2e 231-272 or 3e 203-239, make an argument for which development is MOST transformational & influential for world history from 350-250 BCE: **EITHER** Alexander the Great & Hellenism **OR** the nascent silk road.  Hint: to make this kind of comparative argument you must weigh the features of BOTH.

**Weekly Twitter Hash-tags:** #silkroad

10/7  Alexander, Hellenism, and Ripple Effects in Central/South Asia  
(*WTWA*, 2e 231-254, 3e 203-224)

10/9  Continued Migrations, "Silk Roads," and Transformed Buddhism  
(*WTWA*, 2e 254-273, 3e 224-239)

10/9 & 10/11  Break-out Section Topic: Debate re: Relative importance for WORLD HISTORY of Alexander/Hellenism and the Silk Roads

**Week Eight (10/14, 10/16, and 10/18)**

10/14  **EXAM 1 (200 POINTS): BRING SCANTRON TO A&L201 @ 12**

10/16  **In-Class SBT #1 (100 POINTS): BRING BLUEBOOK TO A&L201 @ 12**

10/16 & 10/18 Break-out Section: On-Line Lecture on Bb, re: World Historical Methods/Approaches --- Comparative vs. Transregional World History
**Week Nine (10/21, 10/23, and 10/25) Applying Different Approaches to World History --- Han Dynasty and Roman Empire (300 BCE – 300 CE)**

*Weekly Focus Question:* Based on what you read in *WTWA* pp. 2e 275-318 or 241-279, in which empire would YOU have rather lived: Han Dynasty or Imperial Rome? To answer this question, incorporate specifics of gender, economics, religion, age, political-military situation, and access to goods --- and think about how these would impact who YOU are.

*Weekly Twitter Hash-tags:* #romanempire, #handynasty

10/21 Comparative World History --- The Han Dynasty and Roman Empire
(*WTWA*, 2e 275-298, 3e 241-261)

10/23 Transregional World History --- The Han Dynasty and Roman Empire
(*WTWA*, 2e 298-319, 3e 261-279)

10/23 & 10/25 Break-out Section Topic: Analyzing Sources for Transregional and Comparative Approaches to the Roman Empire and Han China

**Week Ten (10/28, 10/30, and 11/1) Religion on the Crossroads (300 – 600 CE)**

*Weekly Focus Question:* Based on your reading of *WTWA* pp. 2e 321-363 or 3e 281-319, discuss how Christianity and Buddhism became detached from their original historical contexts to become "universalized" phenomena of world historical scope. In other words, what world historical developments --- think trade, migration, etc --- play a role in this universalizing?

*Weekly Twitter Hash-tags:* #silkroad

10/28 Early Christianity and the Fall of Rome in World Historical Context
(*WTWA*, 2e 321-341, 3e 281-299)

10/30 Sogdians, Buddhism, and a Linked Afroeurasia (*WTWA*, 2e 342-365, 3e 299-312)

10/30 & 11/1 Break-out Section Topic: Universalizing Religions (Christianity, Buddhism & Hinduism)

**Week Eleven (11/4, 11/6, and 11/8) Islam in World Historical Context (600- 1000 CE)**

*Weekly Focus Questions:* Drawing on *WTWA*, pp. 2e 367-397 or 3e 321-361, what are some similarities and differences in the way that the Islamic world and Tang Dynasty create and maintain their empires? Think about such issues as how they spread across territory, how they consolidate power, the military, their models for leadership, education/learning, the role of religion in government, and roles for women. What overarching conclusions about the relationship between empire and religion can you draw by looking at these two empires together?

*Weekly Twitter Hash-tags:* #abbasids, #tangdynasty, #charlemagne, #vikings
Week Twelve (11/11, 11/13, and 11/15)  "The World" (1000-1300 CE)

Weekly Focus Question: Ch. 10 of WTWA is titled "Becoming the World". Based on your reading of WTWA, Chapter 10, is that a good description for developments 1000-1300 CE? To answer this question, you'll need to define what you think it means to "become the world" and think about how developments 1000-1300 stack up against that definition. Issues to think about in creating your definition and answering the question: trade, religion, regional connectedness (to the rest of the world) vs. regional identity (self-differentiation from the rest of the world), and whether or not Africa and the Americas fit into the "world".

Weekly Twitter Hash-tags: #mongols

11/11  NO CLASS --- Veterans Day --- Campus Closed

11/13  Connectedness (1000-1300 CE) --- Hubs, Africa, Islam, Travelers, and Mongols (WTWA, 2e 417-446, 3e 363-378)

11/13 & 11/15 Break-out Section Topic: SBT Practice “Becoming the World (1000-1300 CE)”

Week Thirteen (11/18, 11/20 and 11/22) "The World" (1000-1300 CE), Continued… and Afro-Eurasian Crisis and Recovery (1300-1500 CE)

11/18  Distinctiveness (1000-1300 CE) --- India, Song China, and "Crusading" Europe (WTWA, 2e 446-470, 3e 378-409 [not 2e 454-459, 3e 396-400])

11/20  Afroeurasian Crisis (1300-1500 CE) --Black Death, Mongol Collapse & Eurasian Politics (WTWA, 2e 473-489, 3e 411-428)

11/20 & 11/22 Break-out Section Topic: Guided Readings (&SBT Practice) on the Black Death

Week Fourteen (11/25, 11/27, 11/29) Afro-Eurasian Crisis and Recovery (1300-1500 CE), Continued…

Weekly Focus Question: Ch. 11 of WTWA is titled "Crisis and Recovery in Afro-Eurasia." Based on your reading of WTWA, Chapter 11, describe two major Afroeurasian crises from 1300-1500 CE and discuss two developments that allowed for recovery from crisis.

Weekly Twitter Hash-tags: #blackdeath, #mingdynasty

11/25  Afroeurasian Recovery --- Ottomans, Ming Dynasty, and European Renaissance (WTWA, 2e 490-509, 3e 428-445)
11/27 Work on Out-of-Class SBT (including any museum-visiting)

11/27 & 11/29 No Break-Out Sections --- Thanksgiving Break

**Week Fifteen (12/2, 12/4, and 12/6) The Americas in World History**

*Weekly Focus Question:* What big developments are transpiring in the Americas during the period that Christianity, Buddhism, and Islam are universalizing (400-1000 CE), or when Afroeurasia is shaped by “Connectedness & Distinctiveness” (1000-1300 CE) and then “Crisis and Recovery” (1300-1500 CE)? What is the world historical significance (transregional or comparative) of the Americas 1000-1500 CE… in other words how well do the Americas ‘fit’ in the narrative of world history we’ve been telling this semester?

*Weekly Twitter Hash-tags:* #columbianexchange

12/2 The Americas (*WTWA*, 2e 454-459, 3e 312-317 and 396-400);  
**Out-of-Class SBT (Source-Based Thesis) due (200 POINTS)**

12/4 The Columbian Exchange

12/4 & 12/6 Break-out Section Topic: Columbian Exchange and Preparing for EXAM 2

**Week Sixteen (12/9 and 12/11) Conclusions…**

12/9 Looking Back --- What is World History?

12/11 On-Line Exam Review (via Bb Discussion Board)

**Week Seventeen EXAM**

12/18 EXAM 2 (200 POINTS) AND In-Class SBT #2 (100 POINTS)  
(Wednesday, Dec. 18 in A&L 201 at 10:30-12:30)