

# Pitt State Pathway

(Undergraduate Course Numbers through 699)

Please check only one:

- Course is **currently** a “General Education” course
- Course is listed in the current catalog, but is **NOT** a “General Education” course
- New course that is **NOT** listed in the current catalog and has **NOT** been legislated through PSU Faculty Senate and/or KBOR
- A. Submission date: **December 18, 2018**
- B. Department: **HPSS**
- C. College: **Arts and Sciences**  
If two or more Colleges, please indicate which Colleges will be involved in teaching the course:  
**Click or tap here to enter text.**
- D. Name of faculty member on record for the course (may be Coordinating Professor or Chair):  
**Bonnekessen**  
*(As faculty of record, I verify all sections agree to address the Core or Essential Studies Element and corresponding Learning Outcome as indicated below.)*
- E. Course prefix: **HIST**
- F. Course number: **101**
- G. Credit hours: **3**
- H. Title of course: **World History To 1500**  
Is this a change in the title of the course? **No**  
*(If “Yes,” a Revision to Course form will need to be completed and uploaded to the Preliminary Briefcase and will go through the legislation process.)*
- I. Will this course require a new course description? **No**  
*(If “Yes,” please insert new course description here. A Revision of Course form will need to be completed and uploaded to the Preliminary Briefcase and will go through the legislation process.)*  
**Click or tap here to enter text.**
- J. Does this course include a co-requisite laboratory course: **No**  
If “Yes”, please provide the co-requisite course name and number:  
**Click or tap here to enter text.**
- K. Will this course be available on-line: **No**  
If “Yes”, please provide a detailed explanation: **Click or tap here to enter text.**
- L. Semester(s) course will be offered (choose all that apply): **Fall and Spring**
- M. Prerequisite(s): **none**
- N. Co-requisite(s) —other than lab course named above: **none**

O. Select the *Pitt State Pathway* **Core Element** or **Essential Studies Element** based on the identified Learning Outcome to be covered in the course (choose only **one** set):  
(Refer to definitions, hierarchy, and rubrics in the *Pitt State Pathway* document)

Select Only One Element

- Communication
  - **Written Communication** ..... 
    - Students will communicate effectively.
- Communication
  - **Verbal Communication** ..... 
    - *Students will communicate effectively.*
- Quantitative/Analytic Methods and Scientific Literacy
  - **Quantitative/Analytic Methods** ..... 
    - *Students will analyze data logically.*
- Global Understanding and Civic Engagement
  - **Human Experience within a Global Context** ..... 
    - *Students will explore global systems conscientiously.*
- Global Understanding and Civic Engagement
  - **Human Systems within a Global Context** ..... 
    - *Students will explore global systems conscientiously.*
- Global Understanding and Civic Engagement
  - **Natural World within a Global Context** ..... 
    - *Students will explore global systems conscientiously.*
- Personal and Professional Behavior
  - **Wellness Strategies** ..... 
    - *Students will model productive behaviors purposefully.*

P. Will the course address a **Companion Element**? **Yes**  
(Refer to definitions, hierarchy, and rubrics in the *Pitt State Pathway* document.)

If “Yes,” please select one: Diverse Perspectives within a global context

Q. What is the highest anticipated level of student achievement for the stated learning outcome(s) common across all sections of the course? Note: Sample assessment strategies will be submitted on the representative syllabus. Milestone I  
(Refer to definitions, hierarchy, and rubrics in the *Pitt State Pathway* document.)

R. Please submit course syllabus as an attachment, highlighting the following items: course objectives related to Learning Outcome(s), assessment strategies (e.g. exams, course project, etc.), and assessment tool(s) to be used to measure student achievement.

**Legislative Process**  
**Authorization and Notification Signatures**  
(Electronic signatures accepted)

**Department Chairperson** .....Approved       Not Approved

\_\_\_\_\_   
Department Chairperson Signature

\_\_\_\_\_ **18. Dec., 2018**  
Date

**Faculty Senate General Education Committee** .....Approved       Not Approved

\_\_\_\_\_  
Faculty Senate General Education Chairperson Signature

\_\_\_\_\_  
Date

**Faculty Senate** .....Approved       Not Approved

\_\_\_\_\_  
Faculty Senate Recording Secretary Signature

\_\_\_\_\_  
Date

Note: Each College curriculum representative will notify their respective College and Department(s) of the completion of the approval process.

\*Originating Department: Please **complete** the entire form, acquire the Chairperson's signature, and save as **PSP.ABC123.Form**. Save the syllabus to be attached as **PSP.ABC123.Syll**. Email the completed form and attachments to [psupathway@pittstate.edu](mailto:psupathway@pittstate.edu).

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| Naming convention: <b>PSP.ABC123.Form</b><br>PSP = Pitt State Pathway.<br>ABC123 = Course abbreviation and number |
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**World History to 1500**  
**Pittsburg State University**  
**Hist 101 (Fall 2018)**

**Sections 01 and 02**  
**MWF 11am and 1pm (RH 310)**  
**Prof. Jonathan Dresner**  
**e-mail: jdresner@pittstate.edu**

**Office: RH 406F**  
**Phone: 235-4315**  
**Office Hours: MWF Noon-1pm, 2-3pm,**  
**Other times by appointment**

**Catalog Course Description**

The origin and historical development of various cultures throughout the world and the interplay of physical, economic, political, and social forces in the shaping of world civilization to 1500.

**Pitt State Pathway: Human Systems within a Global Context**

Humans have developed complex systems that structure interaction. It is important to understand how and why these systems developed, change through time, vary by location, and are interconnected at all levels (local/regional/global), and the implications of that interconnectedness.

In this course, we will

- analyze the structure, development, and change of human economic, political, social and/or cultural systems over time;
- analyze the individual's role and responsibility to society at all levels; and
- evaluate how human systems are interconnected at all levels.

Expected student achievement: Milestone 2 - Explains human organizational systems using a variety of disciplinary and interdisciplinary perspectives.

**Companion Element: Diverse Perspectives Within a Global Context**

Valuing different perspectives and analyzing the interrelationships between them leads to global respect and understanding.

In this course, we will

- apply multiple perspectives to personal, social, cultural, disciplinary, environmental, race, ethnicity, gender, nationhood, religion, or class interactions;
- analyze connections between worldviews, power structures, or experiences of multiple cultures in a historical or contemporary context; and
- analyze issues of diversity (i.e. religious, racial, sexual orientations, gender, or disabilities).

**Course Objectives and Learning Outcomes**

This course adheres to the Kansas Board of Regents Core Outcomes (available in full here: [https://www.kansasregents.org/resources/PDF/Academic\\_Affairs/TAAC/FY\\_2015/2014-15\\_KCOG\\_Report.pdf](https://www.kansasregents.org/resources/PDF/Academic_Affairs/TAAC/FY_2015/2014-15_KCOG_Report.pdf))

Students should be able to demonstrate historical literacy through the following skills and competencies:

1. Utilize the basic tools of the craft of history:
  - Navigate library and other information systems and search processes.
  - Prioritize, analyze, and synthesize historical materials and ideas.
  - Write and communicate clearly.
2. Describe and analyze change over time and global interactions.

Students who successfully complete this Pathways History course will be able to:

1. Demonstrate an adequate ability to identify and characterize objective historical facts pertaining to the topic covered by this course; and
2. Demonstrate an adequate ability to interpret the "why" and "so what" questions pertaining to the topic covered by this course.

**Specific goals include:**

1. Demonstrate the ability to describe and analyze change over time and global interactions.
2. Describe and analyze the significant political, social, economic, religious, and cultural developments of:
  - a. Paleolithic and Neolithic societies
  - b. the earliest major civilizations, including Mesopotamia, Egypt, the Indus Valley, China, Sub-Saharan Africa, and the Americas
  - c. the ancient and classical worlds, including China, Greece, India, Persia, the Hellenistic World, Rome, the Americas, and Asia
  - d. post-classical civilizations, including: the Roman and post-Roman societies; Byzantium and Christian Europe; Islam and its spread; Southeast Asian cultures; the Indian subcontinent; and the Eurasian trade networks
  - e. nomadic societies
  - f. Sub-Saharan Africa, the Americas, and Oceania;
  - g. Medieval civilizations;
  - h. and global integrations, including that of: the Mongol Empire; Bantu migration; various trade networks; European voyages of exploration; European colonization; coercive labor systems, including serfdom and slavery; and the similarities between the Atlantic Basin and Indian Basin trade systems.
3. Demonstrate comprehension of the key themes of this course in analytical exams.

### **Course Narrative**

Tool-making. Fire. The wheel. Agricultural cultivation and cities. Priests and Kings. Trade, money. Writing! Copper, Bronze, Iron. Paper and parchment. Philosophy and religion. Trade routes and treaties. Families and languages. Conquest and assimilation. Disease, slavery, famine. Knights, warriors, barbarians. Empires and lawyers. In other words, human civilization.

History is the study of humanity and change over time. In this class we'll have lots of both: the whole world over about 4000 years (that's about 2 years per minute of class time), from our pre-writing roots through some of the great civilizations the world produced before 1500. Though this class stops five hundred years ago, many traditions will be familiar: Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism. Some will seem obscure -- Zoroastrianism, Legalism, Jain, animism -- but their legacies endure.

This face-to-face class (with online supplements) will examine this history through many lenses: political, economic, social, cultural, personal. The textbook will provide the basic survey of the history. There will be primary source readings, the original documents used by historians. Historians' perspectives will be examined in books and documentaries. Lectures and discussions will guide students through the readings and assignments, introduce multiple perspectives, and address the challenges and pleasures of Doing History.

This is a general education course, and no course which covers so much could be anything but general. Nonetheless, students should master many specific historical, cultural and sociological facts related to world history to 1500, as well as aspects of historical and social theory.

In addition to the *historical and cultural content*, students will demonstrate increasing mastery of *critical reading* of primary and secondary sources in writing and discussion. "Critical" does not mean "attacking" but "analytical": putting material in historical and cultural context, drawing appropriate inferences and deductions from the evidence of the text, and raising relevant questions for further inquiry.

### **Advisory**

History is about real people, diverse cultures, interesting theories, strongly held belief systems, complex situations, conflicts, traumas, and often-dramatic actions. This information may be disturbing. Such is the nature of historical study.

### **Changes**

*I reserve the right to change readings, test dates, due dates, grade weights and assignments as necessary throughout the semester.* In the event of a disparity between the original syllabus and online schedule or assignments, the online schedule will be correct. In the event of weather-related cancellations or other interruptions, you should continue to follow the syllabus schedule of readings and homework until and unless I notify you of changes.

### **ASSIGNMENTS**

The earliest motto of Pittsburg State University was "By Doing Learn." The essence of education is active and constructive engagement: It is important to keep up with the readings, and come to class prepared to think and talk and question and listen. Questions, discussions, and arguments are what advance our understanding in any field; history is no exception. If you have questions about the textbook, about the history not represented in the textbook, about my presentations, about the primary sources and other homework, or about history being discussed outside of class, I will do my best to address those questions. That's my job.

The University Catalog says (following federal regulations),

"Pittsburg State University defines one credit hour as: A level of student learning demonstrated by the achievement of learning outcomes obtained through one hour of classroom or direct faculty instruction and a minimum of two hours outside of class student work each week, for approximately 15 weeks, or the achievement of equivalent learning outcomes over a different length of time." (Academic Regulations, "Definition of a Credit Hour")

For our 3-credit class, I am assuming an average of six hours per week of student work outside of class: keeping up with the textbooks, reading primary documents, doing homework, studying for tests, and preparing the final exam essays. This is an average: tests and major assignments will probably require more time, normal weeks with just textbook readings and homeworks probably less, but that also assumes that this is focused and efficient study time, not distracted effort. Also, as your skills improve, you will need less time to achieve the same results (or better!).

## Required Texts and Homework

Jerry Bentley and Herbert Ziegler and Heather Streets Salter, *Traditions & Encounters*, Volume 1: *From the Beginning to 1500*, 6th Edition, McGraw-Hill Education; 2015. ISBN13: 9780077504908. You may, of course, acquire this from any source, in any format you wish: new or used, print or electronic, purchased or rented. There is a Combined volume (ISBN 13: 9780073407029), but that's only useful if you're going to be taking the From 1500 survey with someone who uses it.

Rachel Laudan, *Cuisine and Empire: Cooking in World History*, University of California Press, 2015. Available as an e-book through Axe Summon, though you are welcome to purchase your own copy in whatever format works best for you; there's a nice paperback.

Additional Web-based primary source readings, videos, etc.

Reading assignments should be done *before* class on the day indicated. Also pay attention to the terms listed in the Study Guide: those will be the terms from which tests are drawn. All other assigned readings, either books or web-based, also should be read in full (unless otherwise indicated in the syllabus) before class on the assigned date.

**Reading Textbooks:** Research on student learning shows that notetaking, especially handwritten, improves information retention, as does repeated study of material at intervals across time. I recommend first skimming the textbook chapters to identify the range of topics, what seems most important, and what questions are being addressed. Then look at the study guide terms for the chapter and re-read more slowly, paying particular attention to discussions of the terms, their context and their significance, as well as any topics or questions which remain unclear, unanswered, or unconvincing. At this point you may want to start writing your own notes, either about the study terms or about the chapter as a whole. After lectures and discussions related to the chapter, during which you should raise any questions you have, review your notes and reread the chapter to see how it fits together, expand on the significance of the terms. Obviously, you'll want to review the chapter again, starting with your notes, before each test.

**Reading Primary Sources:** "Primary sources" is what historians call documents from the time period being studied; these are the raw materials that historians use to answer questions and build our understanding of the worlds of the past. As with the textbook, I recommend skimming through the document first to get a sense for what the whole document is doing, as well as looking at relevant discussion in the textbook, before doing a detailed read-through. There are several primary source reading homeworks: For each one, students will do a summary-reaction assignment which will be a starting place for our class discussions. These homeworks will be due in Canvas by midnight *before* the day that the source is to be discussed. See Canvas for details.

**Videos:** There will also be two (2) video summary-reaction assignments in lieu of class days. These homeworks will be due at midnight *after* class on those days. See Canvas for details.

**Office Visit:** Students are required to visit me in my office at least once during the semester, with a question about a reading, assignment, or historical issue. (Just checking on your grade doesn't count, but you're welcome to ask about that at any time.) If my listed office hours are not convenient, you will need to make an appointment. See Canvas for details.

**Miscellaneous:** There will be assignments which do not fall into the above categories which will be considered part of the Homework grade. **The first assignment is to find the student**

**information form on the course website, complete it, and submit it by email before the second class meeting.**

Grading Standard: Grades for homework are based primarily on timely completion. A small portion of the grade will be based on the depth and quality of the answers, depending on the assignment. Homework sources will also appear on tests.

### **Lectures and Discussions**

The classroom and readings supplement each other: you are responsible for learning from both. You certainly will be tested on both.

- Lectures do not cover or repeat or summarize the textbook or other readings; I will assume you have done the readings in advance of the lectures.
- Some lectures in this class will expand on the history presented in the textbook, adding detail and alternative understandings.
- Some lectures will introduce and raise questions about historical sources or historians' arguments.
- Some lectures will be about historical practice and theory as it applies to specific topics.
- Some lectures will cover people, places and situations which aren't in the readings at all.
- I will sometimes correct or disagree with the textbook or with other historians. Historians do that.
- Many classes won't be lectures: they will be discussions with the class, which is to say, with you.
- Asking good questions is an important form of participation, in or out of class. Asking questions which can be easily answered by referencing the syllabus, course website, or textbook is not.

Powerpoint slides and other resources will be made available through Canvas. Slides will be posted after I have used them in class; other resources may be available prior to class, as support for the readings. Powerpoint slides are mostly outlines and visual or textual sources intended to help me: they do not replace attendance, note taking, and paying attention.

I expect the lectures and classroom discussions to be reflected in your test and essay answers; if you're not paying attention, participating and taking notes, you will almost certainly not do as well, grade-wise.

### **Tests**

There will be three tests based on lists of terms -- names, events, concepts, sources -- which will be distributed as a study guide. Each test covers all material from that segment of the course: textbook, lectures, discussions, videos, primary source homeworks, etc. Because this is a PSU Pathway course, you will need to be able to both describe terms and explain their significance. See the study guide for more detail.

Grading Standard: Grades are based on the completeness and historical awareness of the answers. Since the study guide includes all the terms which may appear on the test, student will be expected to know not only the basic factual background, but to have given thought to historical context and importance. For more detail, see the study guide.

### **Final Exam Essays**

The final exam will cover all readings, resources, and lectures of the course. It will consist of two take-home essay assignments, submitted through Canvas. One essay will concern Laudan's



*Cuisine and Empire*; the other will be comprehensive, though there will be choices of topics. Questions and detailed instructions will be distributed well before the final exam due date.

**Grading Standard:** The grade is based primarily on the strength of your argument as an answer to the question: *thesis, evidence (completeness and handling), logic*. Be careful to address all parts of the question: when asked to pick between two choices, for example, it's not enough to say what the positive argument for your side is without discussing possible arguments for the other side. *Clarity is crucial*; structure is essential to a clear and effective argument. I am expecting a real essay, with introductions, thesis, paragraphs, conclusions, etc. Don't assume that "an answer" will be easily found in one section of one book. These questions require broad knowledge and analytical thinking.

### **Professionalism: Attendance, Preparation, and Participation**

Your professionalism grade will be based on attendance, on timely completion of homework assignments, on my evaluation of your preparation and participation in class, your ability to follow rules and instructions, and any other relevant factors.

This is not just a classroom and website: it is a work space, and you are adults. You are expected to be present and prepared for class not only physically but intellectually, and to carry out your assignments in a timely and careful fashion. You are responsible for keeping track of assignments, due dates, and announcements made through the course website. Failure to complete assignments, consistently sloppy or incorrect work, will hurt your professionalism grade in addition to the assignment grades.

Absences may be excused for unusual school-related events (not athletic practices), illness or family crises (including illnesses), if I am properly notified (email/Canvas mail is preferable, so I have a record). Unexcused absences will hurt your grade. (Note: in the event of child-care difficulties, children are welcome as long as they are minimally disruptive, or ask good questions.)

Tests may be made up, but the make-up test must take place at the soonest possible opportunity, preferably during scheduled office hours. For all other assignments, late penalties will be assessed unless absences are excused and unforeseen (i.e., if you have a school trip or event planned ahead of time, you don't get to hand in assignments late without permission); however, it is always worth more to do an assignment than to leave it undone. Final Exam Essays will be considered late and penalized if handed in after the submission deadline, and will not be accepted at all 24 hours after the submission deadline, except in emergency circumstances; contact me as soon as you realize there may be a delay.

There are days, noted on the schedule, on which there will be an online assignment rather than an in-class lecture. Students are not required to come to class those days. Recorded lectures may also be used to make up a day lost to weather or instructor absence; these are also required.

### **Extra Credit**

Extra credit may be earned for cultural and historical events; it's safe to assume that any musical, theatrical, cultural, or public academic event at PSU qualifies. (This includes being part of performing ensembles, etc.) Visits to museums, art galleries, historical sites and other cultural institutions during the semester also qualify. If you know of an event or a cultural institution and would like to have it considered for extra credit, or announced to the class, let me know. Extra Credits are added to your Professionalism grade; two to three extra credits are roughly equivalent to an unexcused absence. **In addition**, extra credit may be earned by noting historical errors in

my lectures, with proper documentation. These are the only forms of extra credit that I accept: re-submitting assignments or additional homework, etc., are not options. Plan accordingly.

I generally need a volunteer who will be taking good notes on my lectures to share them with me for students who need note taking assistance, preferably someone who types their notes and can provide the text quickly. Contact me after class or by email as soon as possible. This is not a paid position, but we do need someone responsible, reliable. And there is extra credit.

**To get extra credit**, attend or participate in the event and write a short (under two pages, single-spaced) summary of the event and describe your reaction and what you learned from it. This should be emailed to me.

### **Academic Integrity**

#### **Plagiarism will not be tolerated in this course.**

Plagiarism is the use of the words or ideas of another person without proper acknowledgement. Plagiarism is intellectual theft; in an educational setting it is particularly repugnant. Plagiarism in my courses will be punished. Anytime you copy words into your own work, you must clearly mark them and acknowledge the source of those words. Anytime you use someone else's ideas in your own words, you must admit it. *There are three options: put it in quotation marks and note the source; paraphrase and note the source; or be original.* If you have any questions or any concerns about citation format or necessity, ask someone who knows what they're doing.

**Other forms of academic misconduct will not be tolerated either**, including the use of unauthorized aid on tests, failing to write one's own papers, using papers for more than one course without permission. None of this precludes group study and discussion: those are actually really good ideas.

I reserve the right to penalize any and all instances of academic misconduct, up to and including failure for the course and an XF notation on the transcript. For more detail, see the relevant sections of the University Catalog:

[http://catalog.pittstate.edu/contentm/blueprints/blueprint\\_display.php?bp\\_listing\\_id=162&blueprint\\_id=124&sid=1&menu\\_id=7980](http://catalog.pittstate.edu/contentm/blueprints/blueprint_display.php?bp_listing_id=162&blueprint_id=124&sid=1&menu_id=7980)

### **Late Work and Make-Up Policies**

- In the event of an *excused* absence on (or immediately before) a due date or test, the student is responsible for turning in the work or arranging a make-up test at the earliest opportunity, generally no later than the next class except by specific permission of the instructor.
- Tests may be made up, but the make-up test must take place at the soonest possible opportunity, preferably during scheduled office hours.
- Final Exam Essays will be considered late and penalized if handed in after the submission deadline, and will not be accepted at all 24 hours after the submission deadline, except in extremely rare emergency circumstances.
- *Unexcused* late assignments, due to absence, technical problems, etc., will be penalized up to one grade level (B to C, etc.) per class period late.
- Even very bad (or very late) work is still going to get an F, which is a lot better than a zero.

### **Other Grade Policies**

- I do post grades on Canvas, but the Canvas gradebook will not include all elements of the course grade, nor does the overall calculation accurately reflect grade weighting. I will be

happy to go over your grades and let you know how you are doing in the course at any time. Come to my office hours, or email me.

- Grades are recorded on a standard percentage scale. (For some assignments, I use the 4-point scale to calculate the grade, but it will be recorded as a percentage grade.) This doesn't mean that each assignment is worth 100 points: grades are weighted as indicated below for their effect on the final course grade.
- I reserve the right to adjust grades upwards to reflect the performance of the class as a whole; I do not "curve" grades towards a target distribution, nor do I adjust grades downwards.
- Assignment format, requirements and due dates will be included in the assignment instructions: read them carefully, and ask questions well in advance of the due date if there is anything you do not understand.
- Plagiarism or other violations of academic honesty will generally result in zero credit on that assignment and may result in an F or XF for the semester.
- For assignments submitted on Canvas, it is the student's responsibility to confirm that all files are properly uploaded and complete. For assignments which are to be turned in by email, I will send a confirmation email; If you have not gotten one in a reasonable amount of time (a day or so), it is your responsibility to confirm that your assignment was received.

"The trouble with being tolerant is that  
people think you don't understand the problem."  
--Merle L. Meacham

### *Final Course Grade Distribution*

Roughly speaking, 1/3rd of your grade is showing up and doing homework, 1/3rd is tests, and 1/3rd is writing. (or, if you prefer halves, half of your grade is tests and professionalism, and half of your grade is homework and final exam essays.) Specifically:

### **Course Grade Distribution**

|                  |       |
|------------------|-------|
| Professionalism  | 12.5% |
| Homeworks (14)   | 20%   |
| Tests (3)        | 37.5% |
| Final Essays (2) | 30%   |

### **Schedule of Readings and Assignments**

- *Instructional holidays and administrative deadlines are in italics.*
- **Tests and Assignment Deadlines are in Bold**
- Links to document readings and assignment details are in Canvas.
- I reserve the right to change readings, test dates, due dates, grade weights and assignments as necessary throughout the semester
- Assignments are due by midnight *before* class, except for video homeworks which are due by midnight *after* class. Tests are taken in class.
- Reading assignments should be done *before* class on the day indicated.

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|----------|--|
| M (8/20) | First Day: Syllabus, Introduction, Structure and Expectations  |
| W (8/22) | PP: Two Things About History/History Teaching/History Writing  |
| F (8/24) | Chapter 1. Before History<br><b>Student Information Form Due</b>   |
| M (8/27) | Chapter 2. Early Societies in Southwest Asia and the Indo-European Migrations<br><i>Last day to enroll or add without instructor permission.</i><br><i>Last day for online enrollment.</i><br><i>Tuition and fees must be paid by 3:30pm.</i><br><i>Last day for full tuition refund</i> |
| W (8/29) | <b>Reading:</b> Hammurabi's Code (Law and Society)<br><b>Assignment:</b> summary and reaction, 4 most interesting laws, and why.   |
| F (8/31) | Discussion: Hammurabi's Code (Economics/Values)  |
| M (9/3)  | <i>Labor Day holiday</i>   |
| 9/4      | <i>Last Day to drop without 'W'</i>  |
| W (9/5)  | Chapter 3. Early African Societies and the Bantu Migrations<br>Chapter 6. Early Societies in the Americas and Oceania  |
| F (9/7)  | Chapter 7. The Empires of Persia   |
| M (9/10) | <i>Rosh Hashanah: Instructor Absent</i><br><b>Online Documentary:</b> <i>From Jesus to Christ</i> , part 1 (2 hours). (For test purposes, see Chapter 11 study terms)<br><b>Assignment:</b> summary and reaction   |
| W (9/12) | Chapter 5. Early Society in Mainland East Asia<br>Chapter 8. The Unification of China  |
| F (9/14) | Chapter 4. Early Societies in South Asia   |
| M (9/17) | Chapter 9. State, Society, and the Quest for Salvation in India  |

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| W (9/19)  | <i>Yom Kippur: Instructor Absent</i><br><b>Online Documentary:</b> <i>From Jesus to Christ</i> , part 2 (2 hours). (For test purposes, see Chapter 11 study terms)<br><b>Assignment:</b> summary and reaction |
| F (9/21)  | Catch-up/Review   |
| M (9/24)  | <b>Test 1</b>   |
| W (9/26)  | Chapter 10. Mediterranean Society: the Greek Phase<br><i>Last day for half tuition refund</i>   |
| F (9/28)  | <b>Reading:</b> Thucydides, The Funeral Oration of Pericles<br><b>Assignment:</b> summary and reaction  |
| M (10/1)  | <b>Reading:</b> Thucydides, The Melian Dialogue<br><b>Assignment:</b> summary and reaction  |
| W (10/3)  | Greek Thinkers  |
| F (10/5)  | Chapter 11. Mediterranean Society: the Roman Phase  |
| M (10/8)  | "Fall of Rome"  |
| W (10/10) | Chapter 12. Cross-Cultural Exchanges on the Silk Roads: During the Late Classical Era   |
| F (10/12) | <i>Fall Break</i>   |
| M (10/15) | Catch-up/Review<br><i>Midsemester D/F Grades Due by Noon</i>  |
| W (10/17) | <b>Test 2</b>   |
| F (10/19) | Chapter 13. The Resurgence of Empire in East Asia   |
| M (10/22) | Chapter 14. The Expansive Realm of Islam  |
| W (10/24) | <b>Reading:</b> Quran: Surahs 1 and 2 (Meaning) (Sources)<br><b>Assignment:</b> summary and reaction, 4 most interesting verses, and why.   |
| F (10/26) | Discussion: Quran: Surahs 1 and 2 (Values)  |
| M (10/29) | Chapter 15. India and the Indian Ocean Basin  |
| W (10/31) | Chapter 16. The Two Worlds of Christendom   |
| F (11/2)  | Chapter 17. Nomadic Empires and Eurasian Integration<br><i>Last day to apply for December graduation</i>  |
| M (11/5)  | Chapter 18. States and Societies of Sub-Saharan Africa<br>Chapter 20. Worlds Apart: The Americas and Oceania<br><i>Last day to drop single course.</i>  |
| W (11/7)  | Chapter 19. The Increasing Influence of Europe  |
| F (11/9)  | <b>Reading:</b> Magna Carta<br><b>Assignment:</b> summary and reaction  |
| M (11/12) | Chapter 21. Expanding Horizons of Cross-Cultural Interaction  |
| W (11/14) | Catch-up/Review   |
| F (11/16) | <b>Test 3</b>   |
| M (11/19) | Laudan, Introduction (1-8) and "Some Final Thoughts" (356-360)  |
| W (11/21) | <i>Thanksgiving Holiday</i>   |
| F (11/23) | <i>Thanksgiving Holiday</i>   |
| M (11/26) | Laudan, Chapter 1: Mastering Grain Cookery, 20,000-300 B.C.E.<br><b>Assignment:</b> summary and reaction, most interesting fact/quote   |
| W (11/28) | Laudan, Chapter 2: The Barley-Wheat Sacrificial Cuisines of the Ancient Empires, 500 B.C.E.-400 C.E.<br><b>Assignment:</b> summary and reaction, most interesting fact/quote                                  |
| 11/29     | <i>Last day to withdraw from entire term.</i>   |

|           |   |
|-----------|---|
| F (11/30) | Laudan, Chapter 3: Buddhism Transforms the Cuisines of South and East Asia, 260 B.C.E.-800 C.E.<br><b>Assignment:</b> summary and reaction, most interesting fact/quote   |
| M (12/3)  | Laudan, Chapter 4: Islam Transforms the Cuisines of Central and West Asia, 800-1650 C.E.<br><b>Assignment:</b> summary and reaction, most interesting fact/quote          |
| W (12/5)  | Laudan, Chapter 5: Christianity Transforms the Cuisines of Europe and the Americas, 100-1650 C.E.<br><b>Assignment:</b> summary and reaction, most interesting fact/quote |
| F (12/7)  | Catch-up/Review<br><i>Last Day of instruction</i>   |
| F 12/14   | <b>Final Exam Essays Due at Noon.</b>   |

“Great men make history, but only such history as it is possible for them to make. Their freedom of achievement is limited by the necessities of their environment. To portray the limits of those necessities and the realisation, complete or partial, of all possibilities, that is the true business of the historian.”  
-- C.L.R. James, *The Black Jacobins*

### Syllabus Supplement

For official PSU policies and information about campus resources, notifications, attendance, financial aid, expectations, concealed carry weapons policy, grades, etc., see:  
<https://www.pittstate.edu/registrar/syllabus-supplement.html> (Fall 2018)

### Student Accommodation

Any student with a documented disability who would like to request accommodations should contact the instructor as early in the semester as possible. For more information, contact the Center for Student Accommodations: 235-4309, 213 Russ Hall, [csa@pittstate.edu](mailto:csa@pittstate.edu),  
<https://www.pittstate.edu/office/center-for-student-accommodations/>

Students with undocumented disabilities, or personal situations that interfere with coursework, should contact the instructor as soon as possible to discuss options.

### Civility

Students are expected to behave respectfully towards their peers and instructor. Disruptive behavior will result in penalties and possibly removal from the classroom. This includes non-class-related activities that are visible and/or distracting to fellow students or the instructor. This does not mean that there can't be lively discussions and disagreements, but personal attacks, interruptions, excessive volume, threatening gestures or words, inappropriate speech or materials, and failure to give others a chance to speak and be heard are not acceptable. This applies online as well as in class.

### Technology Policies

Students using computers or cell phones disruptively will be asked to leave and will not get credit for attendance. The use of recording equipment or software, including audio, photographic or video, or speech-to-text transcription, is not permitted. Exceptions may be made by the instructor for disability accommodation and official note-takers. Students violating this restriction will be asked to leave and may face grade penalties and disciplinary action.

You should check your email and Canvas mail at least daily: if you don't use a university email account regularly, set GUS to forward mail to your preferred address. I check email regularly: you should hear back from me within 24 hours. If you email me with a question, check your email before asking me "did you get my email?" because I get a lot of email.

I will be using Canvas for announcements and assignments, and anything assigned for class will be linked from Canvas (on the "World History Resources" page). While I do use the Gradebook in Canvas to help you keep track of assignments and communicate feedback, it is *not* used to calculate your course grade. If Canvas is temporarily unavailable, the backup for course materials will be <http://dresnerworld.edublogs.org>, and feel free to browse it for other useful material. If Canvas becomes unavailable for an extended period, we'll figure something out.

### **Advising**

Advising is designed to help students complete the requirements of the University and their individual majors. Students should consult with their advisor at least once a semester to decide on courses, check progress towards graduation, and discuss career options and other educational opportunities. Advising is a shared responsibility, but students have final responsibility for meeting degree requirements.

### **"Dead Week"**

I am aware of the University policy regarding the final week of classes before final exams. As per that policy, no additional work will be assigned during that period, though "Catch-up/Review" days may be used to discuss material or implement assignments delayed from earlier in the semester. Attendance during that week is required and absences will be penalized, as normal. Additionally, though I will probably distribute the final exam essay assignment earlier, it is possible that it may be presented to students in that last week of class, to be completed by the date scheduled for the final exam by the registrar. Students should plan accordingly.

"In nature there are neither rewards nor punishments;  
there are only consequences."

-- Robert B. Ingersoll