

World Civilizations I: The Beginnings of History to the Voyages of Exploration

(3500 BCE to 1500 CE)

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COURSE INFORMATION

Meeting Times

UGC 111

Spring 2017

L01: Monday/Wednesday 12:00-1:30 pm

L02: Monday/Wednesday 3:30-5:00 pm

L03: Tuesday/Thursday 8:30-10:00 am

Class Website

helloworldciv.com

Location

Consult Electronic Signboard Regularly for Locations

Contact Info

Heather Bennett

Email: hb24@buffalo.edu

Consultation Hours

UB Offices, Block C, Level 8

L01: Monday/Wednesday 1:30-3:00 pm

L02: Monday/Wednesday 5:00-6:30 pm

L03: Tuesday/Thursday 10:00-11:30 am

COURSE MATERIALS

Internet-Ready Device

We use loads of internet resources in this class - blogs, websites, maps, Google Docs... It is therefore required that you have access to a smartphone, tablet, or laptop for the course.

Please Note: Students who do not currently possess an internet-ready device do not need to purchase one. We will work out another accommodation, such as borrowing a spare device from student or professor for the class or only using Google Forms/device for group activities. **Please come see me or message me after the first class if this is the case for you.**

Materials on the Web

Class Website

All course materials will be distributed on the course website, which can be found at the link <https://helloworldciv.com>.

During the first class, we'll talk about how to use the website and where to locate key information.

Throughout the semester, please check the website often for:

- New announcements
- Updates about the course syllabus
- Updates to the course schedule

Your Own Website

You will need a free blog of your own for this class. This blog should be unique to the class, so even if you already have a blog - please plan to start a new one.

Purpose

The blog will be used for:

- Pre-Class Responses (see Assessments section)
- Discussion Reflections (see Assessments section)
- Note-taking (optional) (see Participation section)

Details

- You may use whatever platform you like. The most common platforms are Wordpress, Blogger, and Tumblr. Other platforms (such as Medium, Squarespace, or Wix) are welcome too.
- You do not need to pay for a domain. Free versions are fine.
- Your blog can be public or private. The only person it must be shared with is me, your prof.
- If you're unsure how to get started, stick around after Class 2. We'll do some demos and play around with the platforms together.

Things to Read or Watch Before Class

1. Crash Course Videos

For each class you will be assigned a "[Crash Course: World History](#)" video to watch and/or web articles to read.

- Each video is an introduction to the material relevant to the next day's lecture and discussion.
- Links to the videos related to each class can be found in the "Before Class" section on the individual class pages on the class website, helloworldciv.com.
- Please watch the Crash Course videos **before arriving in class** each day.
- Taking notes is highly encouraged and immensely helpful.

2. Articles About Course Material

For some classes, there is no relevant Crash Course video. When that is the case, **please read the articles** listed in the "Before Class" section of the class page on the class website, helloworldciv.com.

3. Primary Source Readings

A **primary source** is a source written during the time period and in the place we are studying. Some examples of primary sources from World War II, for instance, could be newspaper articles, personal diaries, a collection of published poems, or a soldier's uniform.

For each class, you will be asked to read one or two primary sources in addition to viewing the assigned videos for the day. These readings can all be found on the individual class pages on the class website, helloworldciv.com.

Our discussions in each class depend on your familiarity with the primary sources, so do keep up with the reading. It's also helpful (to you, your peers, and your prof) to arrive in class with some notes or questions about the readings.

4. **OPTIONAL:** Textbook

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

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

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

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

COURSE DESCRIPTION & OBJECTIVES

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

The course's has two objectives:

1. **To raise and grapple with diverse civilizations' answers to big questions about society, human nature, and ethics.**
 - We'll explore multiple answers to the questions, "Where do we come from?" and "How then shall we live?"
 - Students are encouraged to grow their understanding of the mindsets of the past peoples we'll study - and encouraged to query their own answers to questions of lasting relevance.
2. **To introduce students to the major concerns and processes of the discipline of history.**

These include:

 - Concern for context

- That is, the ideas and actions of people that contributed to the development of a theory, event, or artistic endeavor.
 - Ability to read and understand primary sources
 - Ability to consider the mindsets of past peoples
 - Ability to recognize both the similarities *and* differences between a specific group of people in the past and a specific group of people in the present.
 - Ability to construct a historical narrative that includes both secondary (present-day) materials and primary (made-in-the-past) materials
-

STUDENT LEARNING OUTCOMES

Historical Concepts

1. History is an interpretive act based on careful consideration of evidence.

People write history from a wide variety of perspectives. It is rare for there to be only one story about a particular event or person. For instance, there are histories of the Second World War that focus on the political history, intellectual history, environmental history, and gender history of that time period.

This doesn't mean historians are just making things up though! People who write history carefully read the documents from a particular time period and base their conclusions on what they find.

2. The past is both strange and unfamiliar AND it is relevant to our present lives.

Some people in the past think, act, and believe very differently from some people today.

We must acknowledge those differences and attempt to understand people different from ourselves.

However, this does not mean that past peoples hold no meaning or insight for our own lives. Ideas, events, and lives from the past continue to resonate today.

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

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

Writers of history also use the work of scholars living in their time period. These are secondary sources. Each kind of source has different strengths and weaknesses.

4. History is the study of significant things.

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

Historical Skills

1. Interpreting primary sources.

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

2. Evaluating the credibility of historical accounts

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

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

Students will complete two discussion responses and two exam essays this semester.

These assignments do not require research, but will give students an introduction to the basic elements of historical writing, including the construction of thesis statements, the ability to accurately describe an example, and awareness of their own perspectives/biases.

COURSE REQUIREMENTS

To pass this course, students are expected to complete all assessments and assignments listed below.

Please Note: Assessments may change over the course of the semester based on student feedback and/or professor evaluation of the usefulness and effectiveness of an assignment.

All changes to the assessments will be reflected on the course website, helloworldciv.com, and announced in class or via email.

ASSESSMENTS

Your final grade in the course will be based on the following assessments:

- Attendance
- Participation
- 9 Pre-Class Responses
- 2 Exams

See [Grading Details](#) for info regarding individual grade sheets, points per assignment, and letter and numeric grades.

Attendance (24 points)

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

Missed Classes

However, I recognize that emergencies occur, your alarm may not go off, you may miss a bus, or you may need to dedicate time to your own physical, mental, or emotional well-being.

You are therefore allowed to miss two regular classes without penalty and without a need for explanation. No MCs or any other documentation are necessary.

If you miss more than two classes (even if you have an MC or another excuse), your attendance grade will be impacted which may in turn may affect your final grade.

Late Policy

If you arrive more than 10 minutes after the start of class, you are considered late.

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

Participation (60 points)

Gain 20 points by doing ONE of the following elements:

- A. Speaking in the large group in class at least once
- B. Chatting with me (your prof) when I sit in on small-group discussions
- C. Meeting with me (your prof) one-on-one to discuss course content (not just assignments)

Gain 40 points by including MOST of these elements:

- Carefully listening to peers during small-group discussions (eye contact, note-taking, non-verbal cues)
- Clearly paying attention to the professor during lectures and explanations
- Voicing ideas, questions, and perspectives in small-group discussions with your peers
- Completing in-class writing prompts
- Submitting questions through comments sections on Hello World Civ or through your blog.
- Taking publicly viewable notes on your blog
- Sharing a resource related to class content on your blog
- Emailing or speaking with me (your prof) after class regarding class content, assignments, and other topics of interest.

How to Lose Participation Points

The following activities will hinder you from gaining participation points:

- A. Not showing up to class or showing up consistently late.
- B. Consistent use of technology for non-class purposes
 - This includes using messaging apps, social media, videos, and music for purposes not related to the class
- C. Disrespectful behavior toward peers or professor, online or in the classroom
- D. Not joining in class activities

9 Pre-Class Responses (50 points)

What Are They?

Short, paragraph responses to the primary source readings.

What Should I Write In My Response?

To complete your response:

1. Choose a quote or brief passage from the text.
2. Explain why you think this quote is important.

How Long Should My Response Be?

Your answer should be at least THREE sentences but no more than SIX sentences in length.

Due to the number of students in the three sections this semester, please be aware I will stop reading after the sixth sentence. (Possibly before if you're one of those people who uses semi-colons excessively...)

When Are They Due?

Responses are due at the start of class - to the minute.

The reason for the strict deadline is due to the purpose of the assignment, which is to encourage students to prepare ahead to discuss the primary sources.

There are no make-up options.

How Many Will I Complete?

Each student will submit 10 responses.

Each student will only submit one response per week, however. Students will be divided into a group "A" and group "B" for scheduling purposes only.

The deadlines for each group can be found on the Class Calendar.

Please note: Even though responses are only due once per week, all students are expected to complete all of the readings.

How Will Responses Be Graded?

Important Details

Each pre-class response is worth five points.

I will drop the lowest grade. (Yes, this means you could skip one...)

The final five points of the score will be awarded, at my discretion, for improvement in pre-class responses over the course of the semester.

Grades

Responses will be graded on a **five point scale**:

5 = Ooh! Insightful.

4 = Great job.

3 = Well done, but room for improvement.

2 = Meets requirements of assignment, but with significant errors.

1 = Submitted something on time, but with major errors (including grammar and spelling).

0 = Nothing submitted on time.

These grades will be recorded in your individual grade books (see Grading Details). You will also receive comments on your blog from me for your first two responses.

When Will Responses Be Graded?

I typically grade on Fridays and Saturdays, but may need to adjust that schedule as the semester picks up. Thanks in advance for your patience! 😊

Can I See What Other Students Write?

If their blogs are public, yes.

There will be a list of all of the public blogs once everything is up and running. I'll also give a brief tutorial on how to use RSS feeds if you want an easier way to keep up with posts.

The structure of this class encourages student collaboration, so you are encouraged to read other students' posts.

That being said, there's great benefit to processing on your own first. I'd encourage you to write your post before reading other responses.

2 Exams

How Much Are The Exams Worth?

Each exam is worth 50 points.

When Are The Exams?

Exam 1

- L01/02: Wednesday, 11 October
- L03: Thursday, 12 October

Exam 2

- L01/02: Monday, 20 November
- L03: Thursday, 16 November

What Will The Format Of Exams Be?

Both exams will be open book.

- You may bring printed copies of slides, notes, and primary sources.
- Please do not bring printed material from Wikipedia or other websites.
- So, course materials only.

The exams will consist of:

- Multiple choice questions (20 points)
- One essay question. (30 points)
- You'll have a choice of what to write about.

Exams may be typed or written.

- If typing, you will be asked to turn off your wifi and close all windows before opening the exam document.

Please note that any plagiarism or dishonesty on the exams will result in:

- Automatic failure of the exam OR failure of the class.
- Inability to use printed materials for Exam 2.

How Much Time Will I Have To Complete The Exams?

- The regular class period - 90 minutes.

GRADING DETAILS

Where To Find Your Grades

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

Grade Scale

I know that A looks like a high bar to aim for! But please trust me. Students who keep up with the material have tended to score very well in this course...

Percentage	Points	Letter Grade	Interpretation
93.99%	219.94	A	Outstanding Engagement in the Course
89.99%	210.58	A-	Outstanding Engagement in the Course

86.99%	203.56	B+	Excellent Engagement in the Course
82.99%	194.20	B	Excellent Engagement in the Course
78.99%	184.84	B-	Average Engagement in the Course
75.99%	177.82	C+	Average Engagement in the Course
71.99%	168.46	C	Fair Engagement in the Course
68.99%	161.44	C-	Fair Engagement in the Course
65.99%	154.42	D+	Some Difficulty Engaging in the Course
59.99%	140.38	D	Some Difficulty Engaging in the Course
0.00%	0.00	F	Insufficient Engagement in the Course

Breakdown of Points

Assessment	Number	Points Per Assignment	Total Points Possible
Attendance	24	1	24
Participation	1	60	60
Pre-Class Responses			
Responses	9	5	45
Points for Improvement	1	5	5
Exam 1	1	50	50
Exam 2	1	50	50
TOTAL Points			234

CLASS POLICIES

Expectations

Respect is the defining characteristic of our conversations.

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

Respect includes using appropriate language to describe people or groups of people.

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

Respect for present and past peoples also means approaching diverse cultures with an open mind.

You will find some ideas weird, dismaying, and disagreeable. That's okay. I encourage you to acknowledge that reaction and then move past judgment by taking the time to ask, "Why did they think that? Why was it like that? Why do I think differently?"

Discussions should be had with the entire class.

Please try not to engage in side conversations (verbal, electronic, or written) once class has begun.

Perfection will not (usually) be a defining characteristic of our conversations.

With that in mind, please share freely! All thoughts, questions, and ideas – no matter how tentative, incomplete, or half-formed these might be – are welcome.

Please take responsibility for your actions.

If you missed an assignment, do better next time. If you said something unkind in discussion or to someone in your blogging group, work to correct it.

These expectations are for you - and for me.

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

Technology

There are (at least) two kinds of distraction provided by technology - the escapist kind and the exploring new knowledge kind.

I would ask that you aim for the exploring new knowledge kind in this class. Please avoid using technology to check out of the class. **Please do use technology to learn, share, and dig deeper in the course.**

A Word About Writing

Proper use of grammar, spelling, and punctuation is expected in all assignments completed outside of class. In-class writing activities are excused, including exams. There will not be time for proofreading.

Please note, however, that grammar, spelling, and punctuation will always be weighted less heavily than other elements of rubrics.

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

Plagiarism

You must adhere at all times to UB's Academic Integrity Policy (see Program Policies).

Everything from discussion questions/comments to blog posts to exam essays are expected to meet the standards of academic integrity outlined in UB's policy.

What is plagiarism?

All of the following are examples of plagiarism (quoted from plagiarism.org):
<--This is a citation ;)

- “turning in someone else’s work as your own
- copying words or ideas from someone else without giving credit
- failing to put a quotation in quotation marks
- giving incorrect information about the source of a quotation
- changing words but copying the sentence structure of a source without giving credit

- **copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not” [←Direct quote = quotation marks]**

How I deal with plagiarism in this class

I recognize that it takes time to gain skills like paraphrasing, citing, and crediting other authors. So here's how I usually deal with plagiarism in this course:

1. I try to give you as many tips and tools as possible ahead of time to help you prevent plagiarism from occurring.
2. With the exception of exams, you will usually be given the opportunity to revise an assignment IF it is the first time plagiarism has shown up in an assignment.
3. If plagiarism occurs a second time on a similar assignment, you will either lose points or fail the assignment, depending on how much of the assignment is plagiarized and what the nature of the plagiarism is.
4. If plagiarism is a recurring issue in your assignments, or if a particularly egregious form of plagiarism occurs (such as submitting a purchased or ghost-written essay or blog post) this may be grounds for failure of the course.

PROGRAM POLICIES

Accessibility Resources For Students With Disabilities

Reasonable Accommodation refers broadly to reasonable modifications of policies, practices, and procedures as necessary to ensure that persons with disabilities have the same opportunities as others in all programs, services, and benefits of the University at Buffalo.

Anyone with a disability (including a chronic illness) who needs reasonable accommodations in the SIM-UB Program should refer to the Student Handbook (available online via SIMConnect) for further information, or consult the Resident Director (Kevin McKelvey).

General Policies

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

Late assignments, if accepted, will be penalized.

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

Students who are absent from a final exam must formally request a make up exam in writing to Ms. Katie Fassbinder, Assistant Resident Director, within 24 hours of the original exam. The make up exam request form can be found in SIMConnect.

In all cases, supporting documents must be provided and a make-up exam will only be scheduled if there is a valid and appropriate reason for the absence. For example, prior commitments to external activities or events outside of SIM are not considered a valid reason for absence. For medical cases, students must submit a detailed letter from the doctor, highlighting the date of the medical consultation, the nature and the severity of the illness, and how the illness prevented them from taking the scheduled exam, in addition to a Medical Certificate (MC). A Medical Certificate alone will not be accepted for make-up final exams. Disputes may be referred to the Resident Director.

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

UB Statement Of Principle On Academic Honesty

The University at Buffalo has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for appropriate citation of sources, and for respect for others' academic endeavors.

By placing their name on academic work, students certify the originality of all work not otherwise identified by appropriate acknowledgements.

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

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

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

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

CLASS SCHEDULE

Disclaimer and Details:

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

Class Number and Dates	Topic	Relevant Crash Course or Articles	Primary Source Readings	Due
Class 1 Mon 28 Aug (L01/02) Tues 29 Aug (L03)	Intro 1: Syllabus			
Class 2 Wed 30 Aug (L01/02) Thurs 31 Aug (L03)	Intro 2: Ice-breakers and Discussion Activities Content: Human Origins			
Class 3 Mon 4 Sept (L01/02) Tues 5 Sept (L03)	Lecture: Human Origins Lecture: Egypt	Crash Course: The Agricultural Revolution Crash Course: Ancient Egypt		
Class 4 Wed 6 Sept (L01/02) Thur 7 Sept (L03)	Discussion: The Birth of Hatshepsut Lecture: Mesopotamia	Crash Course: Mesopotamia	The Birth of Hatshepsut	All Students: Pre-Class Response
Class 5 Mon 11 Sept (L01/02) Tues 12 Sept	Discussion: Epic of Gilgamesh Lecture: Experiments in	Articles from BBC and Patheos	The Epic of Gilgamesh (Excerpts)	Group A

(L03)	Monotheism			
Class 6 Wed 13 Sept (L01/02) Thurs 14 Sept (L03)	Discussion: Selections from Genesis Lecture: Greece	Crash Course: The Persians & Greeks	Selections from Genesis	Group B
Class 7 Mon 18 Sept (L01/02) Tues 19 Sept (L03)	Discussion: Lysistrata (Act I) Lecture: The Persian Empire	Crash Course: The Persians & Greeks	Lysistrata (Act I)	Group A
Class 8 Wed 20 Sept (L01/02) Thurs 21 Sept (L03)	Discussion: The Customs of the Persians Lecture: The Early Hellenistic World	Crash Course: Alexander the Great and the Situation	The Customs of the Persians	Group B
Class 9 Mon 25 Sept (L01/02) Tues 26 Sept (L03)	Discussion: The Enchiridion & Letter to Meneoceus Lecture: China I	Crash Course: 2000 Years of Chinese History!	Selections from the Enchiridion; Letter to Meneoceus	Group A
Class 10 Wed 27 Sept (L01/02) Thurs 28 Sept (L03)	Discussion: Analects Lecture: China II	Crash Course: 2000 Years of Chinese History!	Selections from the Analects	Group B
Class 11 Mon 2 Oct (L01/02) Tues 3 Oct (L03)	Discussion: Daodejing Lecture: India	Crash Course: Indus Valley	Selections from the Daodejing	Group A

Class 12 Wed 4 Oct (L01/02) Thurs 5 Oct (L03)	Lecture: India - Foundations of Hinduism & Buddhism Discussion Prep	Crash Course: Indus Valley		
Class 13 Mon 9 Oct (L01/02) Tues 10 Oct (L03)	Discussion: Dhammapada & Bhagavad Gita		Selections from The Dhammapada; Selections from the Bhagavad Gita	All Students: Pre-Class Response Group A: Bhagavad Gita Group B: Dhammapada
Class 14 Wed 11 Oct (L01/02) Thurs 12 Oct (L03)	Exam 1			
Class 15 Mon 16 Oct (L01/02) Tues 17 Oct (L03)	Lecture: Silk Road as Connecting Force Lecture: Rome - Toward Empire	Crash Course: The Silk Road Crash Course: The Roman Empire. Or Republic. Or...Which Was It?		
Class 16 Mon 23 Oct (L01/02) Thurs 19 Oct (L03)	Discussion: Livy's <i>Histories</i> Lecture: Christianity & Rome	Christianity from Judaism to Constantine	<i>Selections from Livy's Histories</i>	Group B
Class 17	Discussion: Pliny & Trajan, Clement of	Fall of the Roman	Letters from Pliny & Trajan; "To the	Group A

<p>Wed 25 Oct (L01/02)</p> <p>Tues 24 Oct (L03)</p>	<p>Alexandria</p> <p>Lecture: Fall of Rome & Germanic States</p>	<p>Empire...</p>	<p>Newly Baptized” (Clement of Alexandria)</p>	
<p>Class 18</p> <p>Mon 30 Oct (L01/02)</p> <p>Thurs 26 Oct (L03)</p>	<p>Discussion: Germania</p> <p>Lecture: Medieval Europe</p>	<p>The Dark Ages...How Dark Were They, Really?</p>	<p>Selections from Germania</p>	<p>Group B</p>
<p>Class 19</p> <p>Wed 1 Nov (L01/02)</p> <p>Tues 31 Oct (L03)</p>	<p>Discussion: Life of St. Francis</p> <p>Lecture: Islam</p>	<p>Islam, the Quran, and the Five Pillars</p>	<p>Selections from the First Life of St. Francis</p>	<p>Group A</p>
<p>Class 20</p> <p>Mon 6 Nov (L01/02)</p> <p>Thurs 2 Nov (L03)</p>	<p>Discussion: Selections from Sura 4</p> <p>Lecture: Africa</p>	<p>Wait For It...The Mongols!</p>	<p>Selections from Sura 4</p>	<p>Group B</p>
<p>Class 21</p> <p>Wed 8 Nov (L01/02)</p> <p>Tues 7 Nov (L03)</p>	<p>Discussion: Ibn Battuta</p> <p>Lecture: Mongols</p>	<p>Mansa Musa and Islam in Africa</p>	<p>Selections from Travels in Asia and Africa (Ibn Battuta)</p>	<p>Group A</p>
<p>Class 22</p> <p>Mon 13 Nov (L01/02)</p> <p>Thurs 9 Nov (L03)</p>	<p>Discussion: William of Rubruck, Ibn Al-athir</p> <p>Lecture: Southeast Asia</p>	<p>Int'l Commerce, Snorkeling Camels, and the Indian Ocean Trade</p>	<p>An Account of the Mongols (William of Rubruck)</p> <p>On the Tartars (Ibn al-Athir)</p>	<p>Group B</p>
<p>Class 23</p>	<p>Discussion of SEA</p>		<p>Online Museum Exhibit Activity</p>	<p>All Students: Pre-Class</p>

Wed 15 Nov (L01/02) Tues 14 Nov (L03)	artifacts			Response
Class 24 Mon 20 Nov (L01/02) Thurs 16 Nov (L03)	Exam 2			
Class 25 Wed 22 Nov (L01/02) Tues 21 Nov (L03)	Wrap Up			