



History 2011 World History I Fall 2021

Welcome to History 2011!

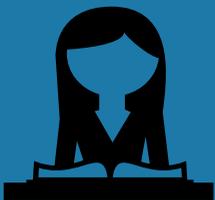
I hope you are as excited as I am to begin building our learning community and exploring ancient History.

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COURSE LEARNING OBJECTIVES

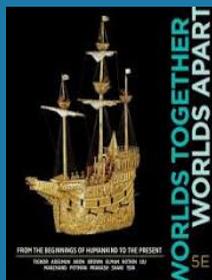
- Students will be introduced to the breadth and complexity of global ancient and medieval history, including both the divergences and connections between various cultures
- Students will be introduced to and will have practiced the citation requirements of the History major
- Students will exercise their written-communication and critical-thinking skills in a variety of projects
- Students will explore the difference between primary and secondary historical sources
- Students will investigate the complex nature of and challenges related to the use of written records and material culture as historical sources
- Students will practice primary-source analysis
- Students will have been introduced to the multidisciplinary, interdisciplinary, and intercultural nature of the historical discipline



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660-785-4665
Remind for text messages

Office hours MW 9:30–11:00, 2–3
or by appointment

BASIC COURSE RESOURCES



remind



Blackboard



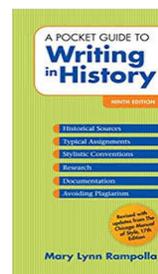
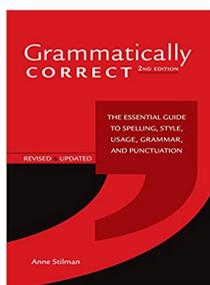
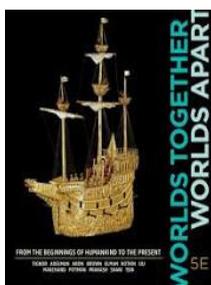
zoom

INTRODUCTION TO THE COURSE

This survey of world history from the beginning of human existence through AD 1200 covers six major areas of the world: West, South, and East Asia; North and Sub-Saharan Africa; the northern Mediterranean; Europe; and Pre-Columbian North and South America. Although you are responsible for content knowledge (where/when/what), please note that this is neither a comprehensive history of the world nor a traditional overview of world civilizations. More sophisticated than the 100-level course on world civilizations, this course is designed to hone the History major's skills of critical thinking and broad analysis by examining political, economic, military, social, cultural, and religious interactions throughout early world history.

This is a 4-credit course; in addition to the three hours spent meeting during the assigned class time, students should expect to devote approximately 9 additional hours per week to completing the course work.

REQUIRED READING MATERIALS



Tignor, Robert, et al. *Worlds Together, Worlds Apart: A History of the World*, 5th ed. New York: W.W. Norton, 2018. Hereafter “Tignor.” Combined volume; vol. 1 will work for the entirety of this semester but vol. 2 will be used in HIST 212 next semester.

Stilman, Anne. *Grammatically Correct: The Writer's Essential Guide to Punctuation, Spelling, Style, Usage, and Grammar*, 2nd ed. Revised and Updated. Cincinnati: Writer's Digest Books, 2010. Hereafter “Stilman.”

Rampolla, Mary Lynn. *Pocket Guide to Writing in History*, 9th ed. Boston: Bedford/St. Martin's, 2018. Hereafter “Rampolla.”

Primary sources and other materials required for the course will be provided on Blackboard in advance of the chapter for which they are assigned.

COVID-19 FACE-COVERING REQUIREMENTS

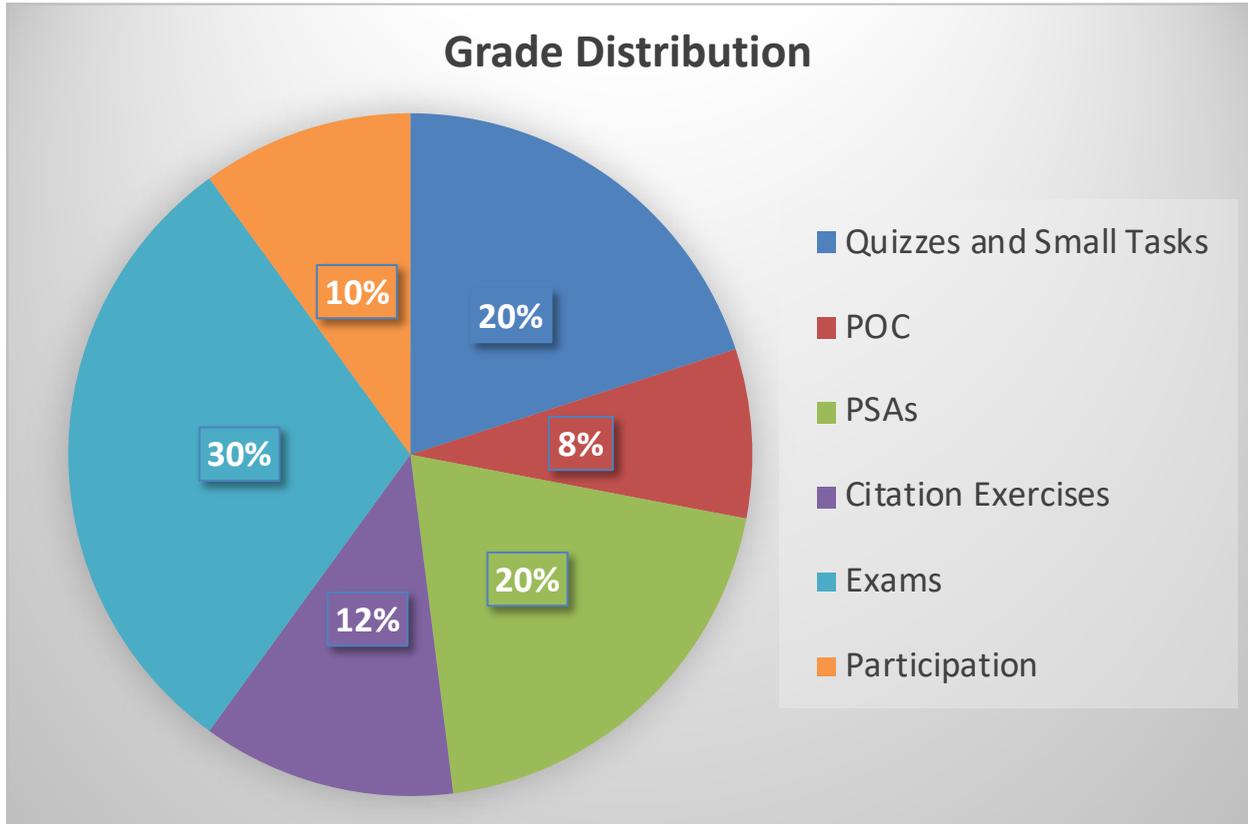


Consistent with guidance for higher education institutions from the Centers for Disease Control and to help us reduce the possible spread of COVID-19, requirements to wear a mask will follow University-wide policy for all course meetings. While the current mask mandate is in place, you will be expected to keep the covering on at all times while in University buildings. When this class meets or you attend office hours, you will be required to wear a face covering that completely covers your nose and mouth. In the event you arrive to class without a face covering, you will be asked to leave until you are able to obtain one and return. In the event that the campus-wide mask mandate is relaxed, individuals who have not been fully vaccinated or have underlying medical conditions that increase their risk for infection are strongly encouraged to wear a mask on campus.

If you miss class because you have either tested positive for or have been exposed to COVID-19, in addition to contacting the instructor, please email contacttracing@truman.edu.

Thank you for your help in containing this virus and helping to protect your peers.

GRADES



The instructor will ensure that all course learning objectives will be addressed by at least one component (and possibly several different aspects) of the assigned course work. The entire burden of success does not rest with the instructor, however. The historians at Truman State University require the active participation of their students in all classes because without a sufficient level of dedicated involvement the student cannot meet the goals and objectives of the course, nor can they practice those skills essential to the major.

The following chart shows the percentage ranges and their associated letter grades and grading philosophy:

90–100%	A	<i>generally</i> , in addition to “B” traits, should the highest standard or benchmark for the class, going far above and beyond the assignment; should show not only exceptional effort and thought, but also originality and comprehensive understanding of the discipline.
80–89.9%	B	<i>generally</i> , in addition to “C” traits, shows that time, effort, and most importantly thought have been put in; should go beyond the basic requirements of the assignment; polished in terms of all aspects of writing and presentation.
70–79.9%	C	<i>generally</i> , all aspects of the assignment completed correctly; no errors in spelling, punctuation, or grammar.
60–69.9%	D	<i>generally</i> , problems in completion of the assignment; spelling or grammar errors, etc.
59% and below	F	

Exams

There will be three exams of mixed form (short-answer, primary source analysis, and essay) each worth 10% of the final grade. These will be take-home exams and the questions will be available on Blackboard at least one week before the due dates which are as follows:

Exam 1

Exam 2

Exam 3



Participation

You are expected to engage the material and share your insights, questions, ideas, and critiques with your professor and your peers (whole class and small groups) whether in-person, by Zoom, or through other electronic or online media. You will be expected to demonstrate that you have, at the very least, read the material assigned, and that you have reflected upon it. Your reaction may be indicated through questions as well as comments; the intent here is not to force you to speak when you have nothing to contribute, but rather, to emphasize the point that class is a joint endeavor. We're in this together, and we all must take responsibility for our learning through active engagement with the texts and with each other. In-class activities generally supplement the reading, building on concepts or skills, going into additional detail or context, or providing practice and tutoring, advance reading will help you earn a good grade.

Citation Exercises

Informing a reader of where evidence is located and encouraging that reader to “check for themselves” is one of the best ways to support an argument. Historians provide such evidence in bibliographies and footnotes or endnotes and it is imperative that you learn how to create accurate and consistent citations. There are various style guides in use in various disciplines and in other parts of the world, but the standard for historians in the United States is the *Chicago Manual of Style* and at Truman we require all

History majors to become familiar with the abbreviated rules as represented in Rampolla's *Pocket Guide*. Using the guidelines in that resource you will develop 3 bibliographies and then reformat those bibliography citations into notes, also 3 times, for a total of 6 citation exercises, each worth 2% of your final grade. Detailed instructions, samples, and rubrics are posted on Blackboard.



Quizzes and Small Tasks

Keeping up with the vast amount of content for most History courses requires the development of regular work and study habits. To help you develop the type of reading, study, and note-taking skills needed to be successful, this course includes various types of homework due regularly throughout the term. Some of these will receive individual grades and some of them will simply be assigned credit when you complete them on time, but all of them will count toward the 20% of the final grade assigned to quizzes and small tasks. Included in this grade are notes taken for chapter reading, videos, films, or audio files, etc.; chapter quizzes; group critical-thinking exercises (charts and maps); and Stilman quizzes.



Papers on Primary Sources

Not only will you get a lot of practice identifying, reading, and summarizing primary sources, you will have the opportunity to demonstrate and improve your analytical skills in two short papers (each worth 10% of your final grade) focused on deep exploration of one or more primary sources. Detailed instructions and rubrics are posted on Blackboard.

POC Project & Presentation

The People of Color (POC) website project and presentation is worth 8% of your final grade and is intended to help you think about visual sources and how they enhance research in history. Paintings are the most obvious images from the past, but far from the only ones. Illustrations, designs on consumer items, graffiti: all raise the same questions of authorship, perspective, and intent we apply to written sources. Just as a deep reading of various printed primary sources indicates truths about the context of the ancient and medieval Mediterranean world, so do visuals as sources for specific places in the past. Meaning is equally open to interpretation. As part of the assignment you will identify and analyze visual artifacts and present your thoughts and findings to the class. Detailed instructions are posted on Blackboard.



WHAT REQUIREMENTS DOES THIS COURSE FILL?

Besides being a required course in the History major degree program and meeting the course learning objectives listed on the first page, this course serves a variety of graduation requirements at Truman State University.

Critical Thinking

This course is part of a general effort to show how Truman students involve critical thinking in their coursework. Most assignments have a critical-thinking component; along the way we will take note of these components and occasionally discuss them. Our “argument maps” will show how critical thinking can be honed, to prepare for exams and essays.

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Intercultural Perspective

Both sections of World History are also designed to fulfill Truman’s requirement for exploring intercultural connections. A sophisticated intercultural perspective is more than the observation of cultural difference or a simplistic celebration of the “exotic.” Rather, a true intercultural perspective arises from an understanding of cultural diversity and cultural interaction: the varying global, local, and personal contexts and politics of cultural diversity and cultural interaction in its diverse forms. These include, for example, ethnicity, multiculturalism, nationalism, and world systems divisions, as well as “traditional” and “changing” cultures. In other words, an intercultural perspective is one focusing on cultural

processes and interaction as these occur in particular historical, environmental, social, political, and communication contexts, and as these result in both differentiation (or exclusion) and inclusion.

This section of World History will expose you to you knowledge that may help you develop:

- A greater knowledge and appreciation of cultural diversity through the study of one's own and/or other societies.
- A critical, or self-reflective understanding of cultural process or how culture influences intercultural behavior; for example role of the individual in different cultures and the impact of one's cultural heritage on one's values, aspirations, outlook, and appreciation of other cultures.
- A critical awareness of the political or social ends of culture and cultural diversity, or an increased knowledge of how educated persons may achieve a sense of tolerance and use their awareness to transcend (but not erase) cultural and ethnic differences.

Social Perspective, Dialogues Curriculum

Both of Truman's World History offerings have been designed to satisfy the requirements of the Social Perspective within Truman's Dialogues Curriculum and, therefore, have certain specified goals. A liberally educated person strives to understand the diversities and complexities of the cultural and social world, past and present, and come to an informed sense of themselves and the world around them. This perspective highlights the content and the processes used by historians and social and behavioral scientists to discover, describe, analyze, and predict human behavior and social systems.

In this course you will have the opportunity to:

1. Explain social institutions, structures, and processes within your own culture and across a range of historical periods and cultures;
2. Develop and communicate hypothetical or causal explanations for individual human behavior in the large-scale historical context;
3. Explain what constitutes evidence in history and how historians utilize empirical observations for drawing inferences and conclusions;
4. Draw upon history to evaluate contemporary social problems where appropriate;
5. Apply critical thinking skills and analytical capabilities in the social sciences or history
6. Describe and analytically compare social, cultural, and historical settings and processes other than one's own;
7. Articulate the interconnectedness of people and places around the globe.

Writing-Enhanced Requirement

In addition, this class has been designed to help satisfy the "writing-enhanced" requirement of the Dialogues Curriculum. As such, you will complete a number of formal and informal writing assignments; you will also be expected to learn the rules of standard English as laid out in Stilman, *Grammatically Correct* so that you can apply them in formal writing and other situations where the audience you are

communicating with demands their use. Not all writing is intended for an external audience (sometimes you might write to think and work out your own ideas before sharing them with others, but often it is). The various written projects in this class will assist the quest to improve your writing and critical thinking skills as well as help you understand how interconnected are cognition, the writing process, and the final written product. As part of this mission, this class will provide the opportunities for you to work toward meeting the specific objectives of Truman's "writing-enhanced" requirement, which are as follows:

Cognition

- use writing as a mode of learning as well as a method of communicating what was learned
- generate, organize, and communicate information and ideas fully, clearly, and cogently
- exhibit critical thinking such as the ability to analyze, synthesize, evaluate, and reflect
- show audience awareness
- appreciate the importance of good writing in personal and professional lives

Process

- engage in deep revision, closely examining and further developing the reasoning in the writing
- assess your own writing to uncover strengths and concerns, and be able to generate strategies for improvement
- solicit external critiques of your writing to guide revision
- copy-edit your own work for mechanics, style, and coherence as part of a regular habit during the writing process

Product

- be able to write clear, coherent, and well organized prose for a targeted audience
- demonstrate a command of syntax, style, and tone appropriate to the task
- exhibit mastery of punctuation, usage, and formatting conventions

TECHNOLOGY REQUIREMENTS

This semester the course will be taught using a blended, flipped model which means that you will be responsible for doing all of the reading in advance of class meetings, and you will submit some assignments through Blackboard. This means that in order to participate fully and effectively, students should have a reliable, broadband connection (cable or fibre optic modem, DSL, satellite, university-provided), a relatively new operating system (Windows 10, Mac OSX, etc.), and employ a compatible browser such as Chrome or Safari. This course uses Blackboard Learn; for a list of compatible systems and browser types, visit Blackboard. We will also use Remind and may occasionally use Zoom, both of which are available free of charge.

The course employs audio and video and includes assignments that have options for audio/video submissions. Videos are close-captioned or accompanied by a transcript. To benefit from the audio you will

need a computer or device equipped with speakers. In order to submit audio/video your computer or device needs to be equipped with a camera and microphone.

In order to complete many assignments you will need a word processor (such as Microsoft Word, Pages, Google Docs). You might wish to use spreadsheet (Microsoft Excel, Numbers, Google Sheets) or presentation (Microsoft PowerPoint, Google Slides, Keynote, Prezi) software. Whatever software you use to produce your materials, you will need to export the documents to .doc, .docx, .odt, and **PREFERABLY** .pdf to make it readable when submitted. Unless an assignment is submitted through Blackboard or you receive alternate instructions, you will email it directly to your professor in one of the above formats.

TECHNOLOGY IN THE CLASSROOM

I believe that technology can be a valuable tool for learning and also for accessibility. I thus allow the use of tools like laptops, tablets, or even phones if you're sharing your discussion questions with the class. If, however, I believe that your use of technology is interfering with your learning, or that of your classmates, I will ask you to put it away. For many students the use of computers in class is a privilege, not a right.

ACADEMIC INTEGRITY

*“Plagiarism is when you get in trouble for something you didn’t do”
– someone witty*

Personal and scholarly integrity are expected of everyone in this course. Failure to live up to those responsibilities risks earning a failing grade on the assignment, a failing grade for the course, and in serious cases, expulsion from the academic program or the University.

The Truman State University Student Conduct Code (8.050) defines the term “academic misconduct” to include: cheating, fabrication, plagiarism, sabotage, and facilitating academic dishonesty, all of which are further delineated in that policy (<http://policies.truman.edu/policylibrary/student-conduct-code/>). Students caught committing an act of academic misconduct in this course will be subject to the full range of penalties, including failing the assignment and/or the course. In every case, the Vice President for Academic Affairs will be notified. Additional information can be found at [http://catalog.truman.edu/content.php?catoid=15&navoid=801#Academic Dishonesty](http://catalog.truman.edu/content.php?catoid=15&navoid=801#Academic_Dishonesty).

DISRUPTIVE BEHAVIOR

Behavior that persistently or flagrantly interferes with classroom activities is considered disruptive behavior and may be subject to disciplinary action. Such behavior inhibits other students’ ability to learn and an instructor’s ability to teach. A student responsible for disruptive behavior may be asked to leave class pending discussion and resolution of the problem and may be reported to the Office of Student Conduct.

To sum up, let’s be excellent to one another.

STUDENTS’ AND INSTRUCTOR’S EXPECTATIONS

My Expectations of Students

I expect students to: thoroughly read the required materials and complete assigned activities prior to coming to class; complete their assigned work in a timely manner, according to the schedule outlined in this syllabus; engage in active conversation with peers; engage in polite and respectful discourse with

their peers, in class and online; ask questions whenever they have difficulty understanding material or course requirements; express concerns about the course at any time; use electronic devices responsibly so as not to distract from learning; approach their assignments with academic integrity; always act in a manner designed to enhance our learning community.

What Students Should Expect of Me as Their Instructor

Students should expect me to: provide timely feedback on questions, activities, and assessments; make regular announcements about the course, particularly when changes to the posted schedule are made; provide thorough responses to questions and concerns raised throughout the course; respect diverse arguments from a variety of perspectives on the subject matter; make them aware of concerns I have with their performance or ability to succeed in the course; be available to them as a source of support in their learning; always act in a manner designed to enhance our learning community. .

STUDENT ENGAGEMENT

Response Time and Feedback

I will make every attempt to answer email within 24 hours (72 if email is received between 5pm Friday and 10pm Sunday) and I will let you know if I will be unreachable for more than 24 hours. You can expect feedback on most assignments within one week. Where longer grading time is required, a time-frame for feedback will be shared with the assignment instructions or in a classwide announcement.

Learner Interaction

You are expected to be engaged actively in this class on a regular (almost daily) basis. For each hour we meet in class you are expected to complete three hours of work outside class, which means that, in addition to attending class at the schedule times, **you should plan to devote a minimum of nine hours of time per week** to your reading, homework, and larger projects and exams

You are strongly encouraged to take advantage of posted office hours. If you cannot meet during the posted hours, additional appointments can be arranged. I will create a Zoom meeting space for virtual office hours and post this information in the My Instructor tab on Blackboard. In-person appointments can be arranged with the professor in advance.

Federal Substantive Interaction Regulation

Truman policy and federal regulations require that students demonstrate that they are academically engaged in the courses they take. You must meet this requirement within the first calendar week of the semester, beginning at 12:00 am on Monday (23 August 2021) and ending 11:59 pm Saturday (28 August 2021). Failure to do so, or to provide an explanation of an extenuating circumstance by noon on Monday, 31 August will result in your removal from this course. Under certain circumstances, removal could impact your scholarship eligibility or financial aid. For the purposes of this class, establishing academic engagement requires, at a minimum, attending class and completing the syllabus quiz.

NETIQUETTE AND CIVIL DIALOG

As you may infer from the spelling, “Netiquette” describes the decorum and social rules that should ideally govern positive online communication. Etiquette for the net is important in an online or blended online course because of the significant amount of communication taking place in an environment that is not face-to-face (though much of what we discuss here has its applicability in face-to-face settings as well).

A few good rules to keep in mind include:

1. Avoid communication strategies (including sarcasm) that rely on nonverbal communication or could easily lead to misunderstanding. Avoid using slang and jargon. Avoid jokes that could be hurtful to another person and sarcasm. Don't use ALL CAPS or lots of exclamation points!!! These can seem like yelling or incorrectly convey the intensity of emotion.
2. Write to communicate with clarity. Avoid using emojis, texting abbreviations, and technical terms that do not apply to the course. Include a clear subject line in email and discussion-board communications. Write in a manner that conveys professionalism, as if you were writing a formal letter or a research paper. Make responses in discussion boards substantive by avoiding short responses that do not add to the conversation (e.g. "I agree!" "Good point.")
3. Be considerate of your legal and ethical obligations. Be sure to avoid posting content that would constitute plagiarism or violate copyright law. This would include unattributed quotations, posting copies of print articles, sharing photos you do not have permission to share, etc. Do not engage in behavior that would be considered discriminatory or harassing. There may be concrete repercussions for behavior that would violate the Academic Honesty or Discrimination policies articulated elsewhere in this syllabus.
4. It is vitally important that everyone situate themselves in a tolerant mindset. Respectful disagreement and argument are encouraged in this course and everyone is expected to provide space within which these arguments may be collegially evaluated.
5. This means that arguments should be well reasoned and supported by evidence and arguments should be rebutted or critiqued based on the data and warrants employed and not based on the person making them. In other words, the evaluation of arguments should be depersonalized whenever possible. That said, discussions of oppressive language can be emotionally charged. If you ever feel uncomfortable with the discourse taking place, please let me know or quietly excuse yourself, as needed.

Note: Discussion of oppressive language does mean that various offensive words or phrases may be examined as rhetorical artifacts. Use of these words in a critical context should not be viewed as endorsement of these words or the ideologies they describe. Nonetheless, use of these words in a way not immediately germane to the study and criticism of the discourse should be avoided (Example: saying "The N-Word" will typically be preferable to articulating the original epithet, but one of the required textbooks uses it in its historical context).

NOTICE OF ACCOMMODATION/DISABILITY SERVICES

This classroom is a place of learning, and I am committed to doing my best to make that happen for absolutely everyone. At times we all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course.

The university complies with Americans with Disabilities Act (ADA) requirements. To obtain disability-related academic accommodations students with documented disabilities must contact the course instructor and the Office of Student Access and Disability Services (OSA) as soon as possible. For additional information, refer to the Office of Student Access and Disability Services website at <http://disabilityservices.truman.edu/>

You may also contact OSA by phone at (660) 785-4478 or email studentaccess@truman.edu

FERPA STATEMENT

Education records are protected by the Family Education Right to Privacy Act (FERPA). As a result, course grades, assignments, advising records, etc. cannot be released to third parties without your permission. You should, however, be aware of several exceptions. For example, education records can be disclosed to employees or offices at Truman who have an “educational need to know.” These employees and offices may include your academic advisor, the Institutional Compliance Officer, the Registrar’s Office, or Student Affairs depending on the type of information. For more information about FERPA, see <http://www.truman.edu/registrar/ferpa/>.

DISCRIMINATION AND TITLE IX

And because this classroom is a place for all of us to learn together, we will all be committed to maintaining a discrimination-free environment. Truman State University, in compliance with applicable laws and recognizing its deeper commitment to equity, diversity and inclusion which enhances accessibility and promotes excellence in all aspects of the Truman Experience, does not discriminate on the basis of age, color, disability, national origin, race, religion, retaliation, sex (including pregnancy), sexual orientation, or protected veteran status in its programs and activities, including employment, admissions, and educational programs and activities. Faculty and staff are considered “mandated reporters” and therefore are required to report potential violations of the University’s Anti-Discrimination Policies to the Institutional Compliance Officer.

WHAT IS TITLE IX?

No sex discrimination. No sexual assault. *Period.*



Title IX prohibits sex harassment, sexual assault, intimate partner violence, stalking and retaliation. Truman State University encourages individuals who believe they may have been impacted by sexual or gender-based discrimination to consult with the Title IX Coordinator who is available to speak in depth about the resources and options. Faculty and staff are considered “mandated reporters” and therefore are required to report potential incidents of sexual misconduct that they become aware of to the Title IX Coordinator.

If you prefer to have a confidential conversation about an experience, the counsellors at University Counseling Services are NOT mandated reporters and they can be reached at 660-785-4014 to make an appointment (660-665-5621 for after-hours crisis counselling.) For more information on discrimination or Title IX, or to file a complaint contact:

Ryan Nely, Institutional Compliance Officer, Title IX and Section 504 Coordinator
Office of Institutional Compliance
Violette Hall, Room 1308
100 E. Normal Ave
Kirksville, MO 63501
Phone: (660) 785-4354
titleix@truman.edu

Once again, in addition to the fact that it's law, let's just be excellent to one another.

The institution's complaint procedure can be viewed at <http://titleix.truman.edu/files/2015/08/University-Complaint-Reporting-Resolution-Procedure.pdf> and the complaint form is accessible at <http://titleix.truman.edu/make-a-report/>.

For more information regarding Truman's policies and procedures relating to any form of gender discrimination, please see <http://titleix.truman.edu/university-non-discrimination-policy/> and <http://titleix.truman.edu/make-a-report/>.

EMERGENCY PROCEDURES



In each classroom on campus, there is a poster of emergency procedures explaining best practices in the event of an active shooter/hostile intruder, fire, severe weather, bomb threat, power outage, and medical emergency. This poster is also available as a PDF on the Blackboard course for this class or at this link: <http://police.truman.edu/files/2015/12/Emergency-Procedures.pdf>. Students should be aware of the classroom environment and note the exits for the room and building.

For more detailed information about emergency procedures, please consult the Emergency Guide for Academic Buildings using the QR code or this link: <http://police.truman.edu/emergencyprocedures/academic-buildings/>



This six-minute video provides some basic information on how to react in the event there is an active shooter in your location: <http://police.truman.edu/emergency-procedures/activeshooter/active-shooter-preparedness-video/>.

Truman students, faculty, and staff can sign up for the TruAlert emergency text messaging service via TruView. TruAlert sends a text message to all enrolled cell phones in the event of an emergency at the University. To register, sign in to TruView and click on the "Truman" tab. Click on the registration link in the lower right of the page under the "Update and View My Personal Information" channel on the "Emergency Text Messaging" or "Update Emergency Text Messaging Information" link. During a campus emergency, information will also be posted on the TruAlert website <http://trualert.truman.edu/>.

Beginning in Chapter 1 there will be several recurring deadlines as follows:

- InQuizitive, evening before we begin chapter discussions at TBD
- Films, evening before chapter "activity day" at TBD

Beginning in Chapter 2 the recurring deadlines are as follows:

- InQuizitive, evening before we begin chapter discussions at TBD
- PMIQs, evening before we begin chapter primary source discussion at TBD
- Films, evening before chapter "activity day" at TBD

Beginning in Chapter 3 the recurring deadlines are as follows:

- InQuizitive, evening before we begin chapter discussions at TBD
- PMIQs, evening before we begin chapter primary source discussion at TBD
- Films, evening before chapter "activity day" at TBD
- Critical-Thinking Exercises, evening after chapter "activity day" at TBD

SCHEDULE AND ASSIGNMENTS

Date	Topic	Readings, Videos, Audios (complete before class)	Assignments (due in class or sometime before next class meeting)
23 Aug	Class welcome and activity		
25 Aug	Activity and Syllabus	<ul style="list-style-type: none"> • Syllabus • <i>What's the Best Temperature for Civilization</i> 	<ul style="list-style-type: none"> • Online Orientation module • Syllabus quiz
27 Aug	Primary vs Secondary sources, introduction to citation system	<ul style="list-style-type: none"> • Rampolla, chaps. 1-2 • watch note-taking video 	
30 Aug	Unit 1: Becoming Human	Tignor et al., chap. 1	Complete "How to Use InQuizitive" and Chapter 1 InQuizitive
1 Sept		<i>Cave of Forgotten Dreams</i> OR <i>Last Human Standing</i>	Chapter 2 InQuizitive
3 Sept	Unit 2: Rivers, Cities, and First States, 4000-2000 BCE	Tignor et al., chap. 2	PMIQs
6 Sept	Labor Day		

