

HIST 101 — World History to 1500 — Winter 2021 (Online)

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COURSE DESCRIPTION

This course introduces our global past, emphasizing diversity and connections between the world's cultures, ideals, and institutions. It also introduces history as an organized body of knowledge with its own methods, standards of proof, and ways of viewing the world. Along with textbook content, we will focus on reading primary sources, which will help develop cultural literacy and critical thinking skills along with the ability to evaluate sources and arguments.

We will use lectures, readings, and class discussions (or online discussion boards) to explore major phases and themes in World History up to 1500 CE. One basic question all historians ask is, "How and why did *this* develop from *that*?" Class assignments are designed to help you answer this question for various ideas and institutions, thereby strengthening your grasp of historical perspective and causation. This course requires you to think analytically about how people in the past created and adapted their societies and institutions to respond to challenges and opportunities.

Major themes in this course include:

- Change, Continuity, and Connections
- Cross-Cultural Interaction and Transfer
- Production, Consumption, and their Human and Environmental Consequences
- Ideologies, Ethics and Lived Experiences
- Spectrums of Power Relations (Dominance, Interdependence, Agency, Assimilation and Resistance)

This ONLINE class differs from traditional lecture courses because emphasis is placed on the student's consistent, active engagement with the course material. Students will be responsible for reading and comprehending basic information presented in the textbooks and other assigned readings; they will discuss, write about, and take quizzes and tests on this material via Blackboard's discussion boards, online tests, and SafeAssign (to upload written work).

Learning Objectives for Colonnade Program:

This course fulfills the World History requirement in the WKU's Colonnade Program's Foundations category, which has the following required learning outcomes. Students will demonstrate their ability to:

- Demonstrate knowledge of at least one area of the social and behavioral sciences.
- Apply knowledge, theories, and research methods, including ethical conduct, to analyze problems pertinent to at least one area of the social and behavioral sciences.
- Understand and demonstrate how at least one area of the social and behavioral sciences conceptualizes diversity and the ways it shapes human experience.
- Integrate knowledge from at least one area of social and behavioral sciences into issues of personal or public importance.
- Communicate effectively using the language and terminology germane to at least one area of the social and behavioral sciences.
- Read, comprehend, and analyze primary texts independently and proficiently.

Learning Objectives for HIST 101:

The course objectives for HIST 101 are designed to integrate fully with the Colonnade Program. Upon successfully completing HIST 101, students will be able to:

- Identify the general outlines of world history to 1500 C.E.
- Describe and analyze the emergence of civilizations and the influence of inter-cultural contact from 3000 B.C.E. to 1500 C.E. (including territorial expansion, philosophical / religious systems, economic and technological advances);
- Compare/contrast political, religious, economic, social & intellectual systems from 3000 B.C.E. to 1500 C.E.;
- Read and analyze primary source historical documents;
- Interpret how and why a specific primary document was produced and contrast it with documents of the same genre (e.g., legal or religious texts) from other cultures;
- Write short analytical essays about primary sources;
- Understand proper historical method, and...
- Demonstrate that ability by writing logical, clear exam essays about primary and secondary source material and about primary sources in a formal paper.

REQUIRED TEXTBOOKS

You must have and read the required books to do well in this course. Although various formats exist, I encourage you to use hard copies as doing so promotes better memory retention. You can buy your books from the WKU Bookstore, Norton ([Link to Norton: https://www.norton.com/books/9780393668544](https://www.norton.com/books/9780393668544)), or any used textbook outlet.

WT,WA² = *Worlds Together, Worlds Apart, 2nd Edition, Volume 1: Beginnings to the Fifteenth Century*, by E. Pollard and others (W.W. Norton 2019). ISBN-13: **978-0-393-66854-4**

CR³ = *Worlds Together, Worlds Apart, Companion Reader, 3rd Edition, Volume 1*, by E. Pollard and others (W.W. Norton 2019). ISBN-13: **978-0-393-66876-6**

FREE on Blackboard: WT,WA Course Materials such as chapter outlines, flashcards, brief videos on major concepts by book author, maps and map worksheets, chapter chronologies, extra credit videos, and recorded presentations.

COURSE REQUIREMENTS

Activities and Graded Items:	Points	%
1. Class Participation & Collegial Engagement: <i>Zoom Sessions and/or Online Discussion Boards</i> =	50	10%
2. Learning about History: <i>Chapter Reading Quizzes on Blackboard</i> , 10 x 10 points each =	100	20%
3. Thinking & Writing about Sources: <i>Chapter Worksheets submitted to SafeAssign</i> , 10 x 15 points each =	150	30%
4. Taking the Long View: <i>Comprehensive Exams for Units 1- 3</i> (mixed format), 3 x 50 points each =	150	30%
5. Synthesizing & Interpreting Ancient Evidence: <i>1,000+ word essay on Primary Sources</i> , 1 x 50 points =	50	10%
Total Available Points (This is the grading scale to use as you earn points)	500	100%

Participation / Attendance / Online Discussion Boards

FOR ALL COURSES: 10% of your grade depends on active and thoughtful participation in class discussions during Zoom sessions and / or online discussion boards (for asynchronous course sections). Regular participation is required, as is your preparation to discuss material assigned each week (see Schedule).

FOR ONLINE COURSES WITH DISCUSSION BOARDS ON BLACKBOARD: To engage with fellow students, you will participate actively in Discussion Boards on Blackboard. Your responses to discussion questions should add substance, request clarification, or challenge assertions made by others. Your posts and responses must include at least one original contribution (100+ words) and at least one substantial response (50+ words) to another student's post.

- **Examples of posts that will *not* receive credit include:** "I agree" or "I disagree," "Stupid conclusion," "Wow, I never thought of that"; "I agree with the info found at Wikipedia" (or other online source); a simple quotation from or restatement of the question or material without substantive discussion or interpretation.
- **Timing:** You must first write your own post to gain access to your fellow students' posts. You should read all of your fellow students' posts on the Discussion Board before responding to at least one of them. At least one day (24 hours) must elapse between your original post and between every response. Write your original posts in a timely fashion as indicated by the schedule. Late posts usually are made in isolation and do not contribute to the debate. Once the deadline has passed, so has the chance to obtain points for that discussion.
- **Discussion Etiquette:** Western Kentucky University is committed to open, frank, and insightful dialogue in all of its courses. Diversity has many manifestations, including diversity of thought and opinion. We encourage all learners to be respectful of that diversity and to refrain from inappropriate commentary. Should such inappropriate comments occur, I will intervene as I monitor the dialogue in this course.
- **The following are guidelines for civil discussions:**
 - If you disagree with someone, respond to the subject/issue, not the person (no personal attacks).
 - Never post, transmit, promote, or distribute content that is known to be illegal.
 - Never post harassing, threatening, embarrassing, harmful or abusive comments.
 - Never post content that is offensive or vulgar with respect to racial, ethnic, gender, or religious identity; sexually explicit; or otherwise potentially offensive.

COURSE REQUIREMENTS – Continued

Quizzes and Worksheets:

There will be **weekly short quizzes (10 pts)** and **worksheet assignments (15 pts)** requiring thoughtful answers for each chapter to: 1) help you keep up with readings; and 2) assess your understanding of the material. Points earned from these will add up fast! Always read assigned material *in advance of the date on the schedule*; the chapter study guides posted on Blackboard can also help you gain command of the main problems / points in each chapter.

Exams (30%):

All three exams are in mixed format and may include T/F, multiple choice and match as well as short I.D.s, and essays. They are to be taken online (details to be announced). Each will draw on material in the textbook, primary readings, and other online materials (e.g., prerecorded lectures and other assigned items). To clarify, here are some typical test items:

- Short Identifications: Identify “Who? What? Where? When? and the concept’s or person’s historical significance.
- Short Essay: Analyze and compare quotes from primary sources and situate them in their historical background.
- Long Essay (comparative and comprehensive): Compose and write an essay that demonstrates a proper understanding of the material and ability to develop a clear argument supported by reference to events and primary sources for several regions and periods (simply regurgitating course material will earn few points).
- Visual Identifications: Like Part 1, but for textbook images, especially “Interpreting Visual Evidence” sections.

Writing Assignment / Formal Paper (10%):

The discipline of History places a strong emphasis upon critical analysis and persuasive writing. During the semester you will write a 1,000-word formal essay *with Chicago-style footnotes* based on the assigned *primary sources*. You will analyze an assigned set of primary sources in their historical context (a prompt question will be provided, along with guidance and instructions on content and technical matters, such as how to properly format and insert footnotes). TOPIC: TBA.

Structure / Logic / Argumentation:

- Is your main argument organized in a logical way that provides appropriate support for your thesis?
- Do you provide clear and logical transitions from point to point in your argument?
- Do your paragraphs provide clear and logical support for your topic sentences?
- Do you make original connections that support your thesis?

Use and Documentation of Evidence:

- Do you support your argument with relevant evidence and examples drawn from assigned primary sources?
- Do you properly integrate these examples into your overall argument?
- Do you properly cite your sources, whether quoted or paraphrased?
- Do you provide accurate and relevant factual information?

Mechanics:

- Do you correctly cite sources using Chicago-style footnotes? (Instructions and examples will be provided)
- Is your diction (word usage), punctuation, and grammar correct?
- Does your essay meet the length requirement?

Note: All essays must be submitted electronically through **SafeAssign on Blackboard**.

COURSE POLICIES: WKU RULES

Please visit [WKU's Syllabus Info](https://www.wku.edu/syllabusinfo/) web page (<https://www.wku.edu/syllabusinfo/>) for WKU's ADA, Title IX/Discrimination & Harassment policies, Student Code of Conduct, Academic Integrity, Student Complaint/Student Grievance, Safe Space, Active Shooter and Other Areas of Concern. The policies outlined there are the policies of this course; some are included below by request of the Provost and Vice President for Academic Affairs.

COURSE POLICIES: COURSE RULES

Class Citizenship

For Online Courses: Please see above on "Discussion Etiquette."

Absences — Excused

For online courses, "absences" occur when a student misses assignment due dates. With proper documentation an absence may be excused (and missing work, quizzes, or exams made up) for the following reasons:

- **Serious accident, illness or medical emergency involving you or your legal dependent(s).** Documentation: Original police report, hospital documents, doctor's letter, etc.
- **Scheduled medical or dental procedures for you or your legal dependent(s).** Documentation: Original letter on official letterhead, signed and dated by the attending physician or dentist.
- **Scheduled participation in a WKU-sponsored event.** Documentation: Original letter on WKU letterhead signed by your WKU coach, ROTC Commander or Faculty Advisor.
- **Death of a family member.** Documentation: Original funeral program and/or obituary.

Absences — Extended:

If you must leave WKU and / or miss classes for an unspecified period due to medical issues, you or your parent should ask Academic Advising & Retention (270-745-5065) to send an Emergency Notification to *all* of your instructors

Policy on Missed Quizzes and Exams and Late or Missing Homework

- Make-up quizzes and exams are given only to students who missed due to an properly documented excused absence. **No documentation = no makeup.** Makeup quizzes and exams *must* be taken within one week of the student's return.
- Assignments or homework turned in *after* the due date will be docked 10% per day *except* in the case of a documented, excused absence (there are NO makeups for missed discussion boards, regardless of the circumstances).

COURSE ASSISTANCE:

ADA Accommodation / [Student Accessibility Resource Center \(https://www.wku.edu/sarc/\)](https://www.wku.edu/sarc/): In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center (SARC) located in Downing Student Union, Room 1074. SARC can be reached by phone number at 270-745-5004 (270-745-3030 TTY) or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

[The Learning Center \(TLC\)](http://www.wku.edu/tlc/) at DSU 2141 (www.wku.edu/tlc/) Free online tutoring for enrolled WKU students. Call (270) 745-5065 or email tlc@wku.edu for info, hours, or appointment scheduling. See also [WKU Academic Assistance](#).

[The Writing Center](http://www.wku.edu/writingcenter/) at Cherry Hall 123 (www.wku.edu/writingcenter/) Consultations for all phases of a writing project. Feedback provided, but they will not revise or edit your paper. Appointments: writingcenter@wku.edu or (270) 745-5719.

[Veterans of U.S. Armed Forces:](http://www.wku.edu/veterans/) www.wku.edu/veterans/; [WKU Veterans Affairs](#) and [WKU Veterans Upward Bound](#).

UNIVERSITY POLICY: TITLE IX

Official University Policy Statement: "Western Kentucky Univeristy (WKU) is committed to supporting faculty, staff and students by upholding WKU's [Title IX Sexual Misconduct/Assault Policy](#) (#0.2070) and [Discrimination and Harassment Policy](#) (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and **MUST** report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's [Counseling and Testing Center](#) at 270-745-3159."

UNIVERSITY POLICY: ACADEMIC HONESTY

Every student is required to demonstrate academic honesty and integrity in all aspects of this course, as outlined on WKU's website (quoting from the student handbook): <https://www.wku.edu/handbook/academic-dishonesty.php/>

DISHONESTY, such as cheating, plagiarism, misrepresenting of oneself or an organization, knowingly furnishing false information to the University, or omitting relevant or necessary information to gain a benefit, to injure, or to defraud is prohibited.

ACADEMIC INTEGRITY is of fundamental importance to the University. Thus, it should be clearly understood that acts of plagiarism or any other form of cheating will not be tolerated and that anyone committing such acts risks punishment of a serious nature.

Students who commit any act of ACADEMIC DISHONESTY may receive from the instructor a failing grade in that part of the course work in which the act is detected or a failing grade in a course without possibility of withdrawal. The faculty member may also present the case to the Office of Student Conduct for disciplinary sanctions. A student who believes a faculty member has dealt unfairly with him/her in a course involving academic dishonesty may seek relief through the Student Complaint Procedure.

PLAGIARISM: To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism.

CHEATING: No student shall receive or give assistance not authorized by the instructor in taking an examination or in the preparation of an essay, laboratory report, problem assignment or other project which is submitted for purposes of grade determination.

OTHER TYPES OF ACADEMIC DISHONESTY: Other types of academic offenses, such as the theft or sale of tests, electronic transmission of test, test sharing, etc. will be reported to the Office of Judicial Affairs for disciplinary action.

COURSE POLICY ON CHEATING, PLAGIARISM, AND THEIR CONSEQUENCES:

CHEATING ON EXAMS AND QUIZZES:

Students will receive an automatic failing grade for the entire course and be reported to the Office of Student Conduct for giving, sharing, or receiving information concerning the contents of an exam or quiz before, during or after that exam or quiz, whether in verbal, written, or code form; also, for using any type of electronic device to retrieve or acquire exam-related notes, documents, materials, or other information under assessment during an exam or quiz.

PLAGIARISM:

In all writing assignments, quizzes, exams, and formal papers, you must avoid any form of plagiarism, including, but not limited to, the following, any of which will result in a zero for the assignment and possibly the course:

- *Copying or paraphrasing part or all of an assignment written & previously submitted by you for credit in this or another course;*
- *Copying or paraphrasing part or all of an assignment written by someone else for this or another course;*
- *Copying from print or internet sources of any kind without using quotation and/or proper citation;*
- *Paraphrasing concepts or ideas from print sources or internet websites of any kind without providing proper citation;*
- *Having anyone else write (or edit) your paper for you, including having someone tell you what or how to write your paper.*
- **Group Work:** The purpose of writing assignments is to develop *your* ability to think critically *as an individual*. In group work, you risk having your ideas plagiarized or plagiarizing someone else's ideas. In cases of clear group work the assignments, essays, or exams of each student involved will be treated as plagiarized.
- **Summaries:** The following practices also render an essay not your: 1) overusing concepts or ideas from print or web sources, even when cited; 2) merely paraphrasing or summarizing secondary material and/or the introductory material to primary documents, even when properly cited. Since restating someone else's ideas involves virtually no intellectual or analytical work, essays (formal or on exams) that consist mostly or wholly of summary will receive a zero.

All student work will be checked using plagiarism detection software (SafeAssign) on Blackboard. Definitions of plagiarism & cheating on this syllabus, or by written or verbal instruction from the course instructor are binding on all students.

In short: There will be no tolerance for any kind of cheating; you must complete and submit your own work. If you are having difficulties, please ask for help or advice; also, consider accessing the Course Assistance resources (above). These resources, and your instructor, are here to help: so don't be afraid to reach out when/if necessary!

IMPORTANT DATES TO REMEMBER

Monday, January 26: Full semester classes – Last day to: add a class; drop a class without a grade; change a class from Audit to Credit; receive 100% refund for a class (refer to **Tuition and Refund Policy** online).

Thursday, March 25: Full semester classes – Last day to drop a class with a W or change a class from Credit to Audit.

April 26-30: Final Examinations Week

UNIT ONE: The Development of Complex Human Societies to 1200 BCE

NOTE: Each Chapter/Week will have a Reading Quiz (online) and Worksheet (upload to SafeAssign on Blackboard); there will also be occasional Discussion Boards (on Blackboard TBA); details and dates will be posted on Blackboard and the online Schedule.

Date	Readings	Lesson Topics, Questions and Writing Assignments
Week 1 January 18 to 22	<ul style="list-style-type: none"> <i>Syllabus</i> <i>WTWA</i>² xxxiii-xlvii <i>Kishlansky</i> 	General Introduction, Overview of Sources, Terms, Course Materials, etc. Syllabus Quiz; Warm-up work on evidence and interpretation <ul style="list-style-type: none"> "How to Read a Primary Source Document" (distributed via email / Blackboard)
Week 2 January 25 to 29	Historical Overview: <ul style="list-style-type: none"> <i>WTWA</i>² 2-45 	Lesson 1 — Becoming Human <i>Focus: The Origins of Human Societies</i> <ul style="list-style-type: none"> What connects population growth to the rise of agriculture and civilization? How do tech. innovations influence human interactions w/their environment?
	Primary Sources: <ul style="list-style-type: none"> <i>WTWA</i>² 46- 53 <i>CR</i>³ 18-21, 31-34 	Evidence & Argument: Creation Narratives and Becoming Human <ul style="list-style-type: none"> Creation narratives and Prehistoric Art. "Hadza grandmothers..." and "Dogs Make us Human."
Week 3 February 1 to 5	Historical Overview: <ul style="list-style-type: none"> <i>WTWA</i>² 54- 103 	Lesson 2 — Rivers, Cities, and the First States (3500–2000 BCE) <i>Focus: Mesopotamia, Egypt, Indus Valley, East Asia, Early Writing</i> <ul style="list-style-type: none"> How did cities in these regions differ from pastoral-nomadic communities? How did cities & city-states differ by region? How were they similar? How did agricultural development & practices differ by region (3500 – 2000 BCE)?
	Primary Sources: <ul style="list-style-type: none"> <i>CR</i>³ 42-53 	Evidence & Argument: Society and Economy in Prose and Poetry <ul style="list-style-type: none"> "Precepts of Ptah-Hotep" and "The Curse of Agade"
Week 4 February 8 to 12	Historical Overview: <ul style="list-style-type: none"> <i>WTWA</i>² 104-141 	Lesson 3 — Nomads, Territorial States, & Micro-societies (2000–1200 BCE) <i>Focus: Egypt & SW Asia, Shang China, Mediterranean Micro-societies</i> <ul style="list-style-type: none"> What is a territorial state? Where in Afro-Eurasia did territorial states emerge? Why do legal codes emerge? How do they influence socio-economic interaction?
	Primary Sources: <ul style="list-style-type: none"> <i>WTWA</i>² 142-150 	Evidence & Argument: Society and Economy in Ancient Law Codes <ul style="list-style-type: none"> Law Codes in the Context of Territorial States and Pastoral Nomads
Week 5 February 15 to 19	Review & EXAM 1	Review Materials and take EXAM 1 on Chapters 1-3 online by February 20.

UNIT TWO: Empires and Cultures, 1250 BCE to 100 BCE

NOTE: Each Chapter/Week will have a Reading Quiz (online) and Worksheet (upload to SafeAssign on Blackboard); there will also be occasional Discussion Boards (on Blackboard TBA); details and dates will be posted on Blackboard and the online Schedule.

Date	Readings	Lesson Topics, Questions and Writing Assignments
Week 6 February 22 to 26	Historical Overview: WTWA ² 154-191, 200-201	Lesson 4— First Empires & Common Cultures in Afro-Eurasia (1250–325 BCE) <i>Focus: Ancient Near East, Mediterranean World, South Asia, China</i> <ul style="list-style-type: none"> What features do empires share across Eurasia from 1250 to 325 BCE? How did religious and cultural developments help in creating unified states/cultures?
	Primary Sources: WTWA ² 192-195 CR ³ 119-128, 137-143	Evidence & Argument: Projecting Political and Social Power <ul style="list-style-type: none"> 4.1, Sargon's Lammasu Inscription; 4.2 Darius' Behistun Inscription "When Sennacherib Met Hezekiah"; Cyrus the Great's "Decree for the Return of the Jews" and Ezra 1 on Cyrus; Guanzi, "How to Rule"
Week 7 March 1 to 5	Historical Overview: WTWA ² 202-239	Lesson 5 — Worlds Turned Inside Out (1000–350 BCE) <i>Focus: Mediterranean World, South Asia, China</i> <ul style="list-style-type: none"> How do ethical systems both reinforce and challenge political relationships? How do different civilizations create cultural unity?
	Primary Sources: WTWA ² 242-3, 245-6 CR ³ 144-149, 154-161	Evidence & Argument: Axial Age Thinkers and Their Ideas <ul style="list-style-type: none"> 5.2 Confucius, <i>Analects</i> and 5.4 Plato, <i>The Apology of Socrates</i> "Master Lao and the Doctrine of Inaction"; Confucius, <i>Analects</i>; Mencius, "Humane Government"; The Buddha, "Sermons and Teachings."
Week 8 March 8 to 12	Historical Overview: WTWA ² 250-285	Lesson 6 — Shrinking the Afro-Eurasian World (350–100 BCE) <i>Focus: Hellenistic Eurasia, Mauryan India, Silk Roads, Buddhism</i> <ul style="list-style-type: none"> How do political leaders impose culture on the *conquered? How do <i>they</i> respond? How did warfare and cultural movements and change contribute to both unity and conflict in the Hellenistic world? What is the connection between trade and cultural transfer?
	Primary Sources: WTWA ² 288-289 CR ³ 162-165, 170-177	Evidence & Argument: Cultural Interactions and Ethnic Identity <ul style="list-style-type: none"> 6.1: Asoka, "Kalinga Edict" Chanakya, <i>Arthashastra</i>, "Duties of a King"; Asoka, "Three Edicts"; 1 Maccabees, "Resisting Hellenism."
Week 9 March 15 to 19	Review & EXAM 2	Review materials and take EXAM 2 on Chapters 4-6 by March 19.

UNIT THREE: Universal Religions, Transregional Encounters & Transformations, 300 BCE – 1300 CE

NOTE: Each Chapter/Week will have a Reading Quiz (online) and Worksheet (upload to SafeAssign on Blackboard); there will also be occasional Discussion Boards (on Blackboard TBA); details and dates will be posted on Blackboard and the online Schedule.

Date	Readings	Lesson Topics, Questions and Writing Assignments
Week 10 March 22 to 26	Historical Overview: WTWA ² 296-331	Lesson 7 — Han China & Imperial Rome (ca. 300 BCE–350 CE) <i>Focus: Qin to Han China; Roman Republic to Empire</i> <ul style="list-style-type: none"> • ? • How do political leaders impose culture on the *conquered? How do *they respond? Essay Topic (TBA) Distributed on Monday, March 22.
	Primary Sources: WTWA ² 332-339 CR ³ 198-210	Evidence & Argument: Political Theory and Imperial Propaganda <ul style="list-style-type: none"> • “Lessons for Women”; “On Women’s education.” • Reforms of the Gracchi & Wang Mang.
Week 11 March 29 to April 2	Historical Overview: WTWA ² 342-381	Lesson 8 — The Rise of Universal Religions (300 – 600 CE) <i>Focus: Late Roman Empire, Sassanian Persia, Gupta India, Maya City-States</i> <ul style="list-style-type: none"> • How do transregional religions emerge? • What role do political leaders play in organizing & spreading transregional religions?
	Primary Sources: WTWA ² 382-388	Evidence & Argument: Pilgrimage and Transregional Religions <ul style="list-style-type: none"> • 8.1-5: “Recovery of the Cross of Christ”; Diary of a Pilgrimage”; Faxian “...Buddhistic Kingdoms”; “Travels of Xuanzang”; “Travels of Vidura in the Distant Vedic Past”
Week 12 April 5 to 9	Essay & Catch Up	Complete & Upload Essay: Due on SafeAssign on Tuesday, April 7. Catch up on course material and discussions and/or read ahead.
Week 13 April 12 to 16	Historical Overview: WTWA ² 391-433	Lesson 9 — New Empires and Common Cultures (600–1000 CE) <i>Focus: Tang China, Early Islamic States, Early Medieval Europe</i> <ul style="list-style-type: none"> • What is the relationship between members of new religions & other religious groups? • How do religions change as they spread?
	Primary Sources: WTWA ² 434-441 CR ² 230-2 (PDF on BB) CR ³ 258-260, 262-266	Evidence and Argument: Cultural Change and Religious Conversions <ul style="list-style-type: none"> • Women & Community in the Context of New Empires • Qur’an, “Comments on the Torah and the Gospels” • “Pact of Umar”; Ahmad Ibn Fadlan, “Journey to Russia”
Week 14 April 19 to 23	Historical Overview: WTWA ² 442-485	Lesson 10 — Becoming the World (1000–1300 CE) <i>Focus: Medieval Europe, Sudanic & Swahili Africa, Song China, Mongol Conquests</i> <ul style="list-style-type: none"> • How can cultural connections cut across political boundaries? • How is social and political organization shaped by frequent warfare?
	Primary Sources: WTWA ² 486-492 CR ³ 300-304	Evidence and Argument: Traveling for Trade and Religion <ul style="list-style-type: none"> • Comparing World Travelers Over Time (Intro and Sections 10.1 – 10.5) • F. Pegolotti, “Advice to Merchants bound for Cathay”
Week 15 April 26 to 30	Finals Week	EXAM 3 (Same format as Exams 1 and 2, but counts as our “Final”). Section 101-713 (Zoom): Tuesday, April 27 8:00-10:00 a.m. (per WKU Finals Schedule) Section 101-715 (Asynchronous): Time TBA