

# **HIST 1111: Section 07**

## **Introduction to Pre-Modern World History**

**Semester: Fall 2019**

**Location: Social Science Building, Room 2021**

**Meeting Time: M/W/F 1:25-2:15 PM**

**Instructor:** Joseph J. Reidy

**Office:** Math and Statistics Building, Room 247 (MS247)

**Office Hours:** W 2:20-4:20 PM and by appointment

**Office Phone:** 470-578-2332

**Email address:** [jjr8934@kennesaw.edu](mailto:jjr8934@kennesaw.edu)

### **Course Description:**

Please see this link: [HIST 1111](#).

### **Learning Objectives:**

**HIST 1111** satisfies one of Kennesaw State University's general education program requirements. It addresses the **SOCIAL SCIENCES** general education learning outcome(s). The learning outcome states: Students analyze the complexity of human behavior and how social, historical, economic, political, or spatial relationships develop, persist, or change. For more information about KSU's General Education program requirements and associated learning outcomes, please visit [the course catalog](#).

### **Course Text:**

Albert Craig, et al., *The Heritage of World Civilizations: Volume I*, 10<sup>th</sup> Edition  
(ISBN: 978-0133832389)

**Course Communication:** All participants in the course (including the instructor) are expected to communicate with others in a respectful manner both in the classroom and outside it. Emails to the instructor, for example, should begin with a salutation, such as "Dear Dr. Reidy," and end with the writer's name and class section for identification purposes. Avoid colloquial, informal language and abbreviations ("hey," "BTW," etc.) in professional correspondence. **The subject line for the email should also include the student's course and section numbers.** The instructor will return emails during normal working hours (approximately 9AM-5PM) as promptly as possible (usually within 24 hours) during the workweek. Emails sent outside of normal working hours will be answered the following day or (if sent during the weekend) the following Monday. **Emails requesting preferential treatment, grade increases, or similar requests may not be answered.**

Announcements are made at the beginning of class. Students who wish to remain aware of developments during the semester and upcoming assignments should be present at the beginning of the class period. Students are responsible for such information even if they were absent.

**Electronic Communications:** The University provides all KSU students with an "official" email account with the address "students.kennesaw.edu." As a result of federal laws protecting educational information and other data, this is the sole email account you should use to communicate with your instructor or other University officials.

**For privacy purposes, no grades will be shared with students via email.**

## **Course Assignments**

### Participation

- a. Syllabus Quiz
- b. Reflection Journal (10%; 10 @ 1% each)
- c. Discussion Worksheet (10%; 3 @ 3.3% each)
- d. Unit Review Questions (10%; 4 groups of 3 questions @ 2.5% each)

### Essays

- a. Writing Guidelines Video
- b. Primary Source Paper (15%)
- c. Final Essay (5%)

### Tests

- Unit Tests (40%; 4 @ 10% each)
- Final Exam (10%)

## **Grading Scale**

A = 100-90; B = 89-80; C = 79-70; D = 69-60; F =  $\leq$ 59

I—Indicates an incomplete grade for the course and will be awarded only when the student has done satisfactory work up to the last two weeks of the semester but for nonacademic reasons beyond his/her control is unable to meet the full requirements of the course. Incomplete grades are only valid after submission of the Incomplete Grade form (signed by both the instructor and student) to the Department Chair's office.

## **Participation**

### *Syllabus Quiz*

**Purpose:** This quiz is meant to familiarize you with the syllabus and the requirements for the course. As you answer the questions, you will find the answers to common queries that arise. It also allows you to experience online testing (and the Lockdown Browser) before taking a Unit Test.

**Task:** The quiz consists of 25 multiple choice questions. Though the Syllabus Quiz employs the Lockdown Browser, you are permitted to print a copy of the syllabus and to consult it while taking the quiz. (NOTE: This is **not** permitted for the unit tests.)

**Criteria:** This quiz does not count for points towards student's final grade, but it must be completed with a score of 80% or higher before students can begin earning points towards their participation scores. Any participation assignments submitted prior to passing the syllabus quiz with 80% or higher will not count towards one's grade. There is no retroactive grading.

**NOTE:** The syllabus quiz is only available during the first three weeks of class.

## Reflection Journal

**Purpose:** The Reflection Journal gives you the opportunity to review what you have learned during lecture and to guide future in-class discussions towards topics you find particularly significant and interesting. The skills involved include the ability to synthesize material presented in class and to consider ways that that information is relevant to your own experiences. The summaries can also help build individual study guides for unit tests.

**Task:** Reflections can focus on a particular event, individual, or idea discussed during the previous week's lectures/readings or can address larger themes being explored over the course of the unit. You may choose whatever topic within these guidelines you desire. Once you have a topic that you find particularly engaging, you summarize what you have learned about the topic from the course and then present an open-ended question to begin a class discussion.

The assignment is **pass/fail**; those reflections that meet the qualities below will receive full credit.

- *Summary of what you found interesting:* This should be between 150-400 words. It should include the most relevant information (who/what, when, and why important) regarding the topic chosen.
- *Question for class discussion:* Random reflections will be selected by the instructor to review past material and to give students the opportunity to explore topics that they found particularly engrossing. Below are some examples of successful discussion questions:
  - o **How** would Confucius respond to the current political system in the United States?
  - o **Why** did the Greek city states have such a hard time keeping peace among themselves?
  - o **What** can we learn about personal responsibility and courage from Theodora?

**NOTE:** Though the instructor will not reveal the names of the students who wrote the randomly selected entries, students are expected to type their names at the top of the document in order to receive credit. Particularly well thought-out responses may receive extra credit. **If there is no name on the document, it will not be included for grading.**

**Criteria:** Each entry for a Reflection Journal is due Monday before class begins. Reflections should be printed and stacked on the desk at the front of the classroom. Shortly after the beginning of class, the instructor will announce a "final call" for reflections; those reflections submitted afterwards will not be graded though they will be read by the instructor. You can submit up to ten reflections (**one per week**) in order to earn 10 pts. towards your final grade. (Each reflection is worth 1 pt.)

### *Discussion Worksheets*

**Purpose:** These worksheets enable you to gain practice using primary sources as evidence for your arguments. The answers you provide to the questions on each worksheet give you experience in reading and collecting evidence from a given text.

**Task:** Each worksheet consists of two prompts. (These are the same prompts used for that unit's Primary Source Papers.) A successfully completed Discussion Worksheet answers **both prompts and all of the related questions**. Most questions can be answered in 2-3 sentences.

- This assignment is **pass/fail**. Those worksheets that do not answer both prompts and their related questions will not be graded.
- The worksheet should offer thoughtful, well-articulated answers, but remember that this is not a completed paper. Do not feel obligated to write lengthy answers or to cite all the possible relevant material from the text.

**Criteria:** Complete **three** Discussion Worksheets over the course of the semester. These should be submitted to D2L before our scheduled class discussion for that particular unit. (For example, the Discussion Worksheet for Unit III is due **before** our class discussion for Unit III begins.) Please see the schedule below for the class discussion dates. You will find the related submission folder under "Assignments" on D2L. Each successfully completed Discussion Worksheet is worth 3.3% of your final grade.

**NOTE:** You may submit the related Discussion Worksheet for the Primary Source Paper you choose to write.

### *Unit Review Questions*

**Purpose:** The Unit Review Questions enable you to prepare for the upcoming tests by composing your own questions and then testing your knowledge against the questions composed by your classmates. You will discover what areas you are mastering and which require more attention.

**Task:** Compose 3 multiple-choice questions based on the material for the related unit. Submit these questions (**with their answers**) on the appropriate discussion board for D2L. (For example, navigate to D2L>Discussions>"Unit 3 Review Questions" to post your Unit 3 Review Questions.)

- These questions should not copy another student's submissions. You should read over your classmates' questions and answers before writing your own questions in order to avoid losing points by inadvertently replicating another's prior submission.
- Your three questions should be in a single post and have the answers at the bottom.

**Criteria:** This assignment is **pass/fail**. Those submissions that include 3 unique questions and **their answers** will receive full credit. Submissions are due before class on the last day of the unit. See the schedule below for more details. You may submit **four sets** of three questions in order to earn 10 pts. towards your final grade. (Each question set is worth 2.5 pts.)

## Essays

### *Writing Guidelines Video*

The writing guidelines video does not count for any points, but it is a strongly-encouraged prerequisite for any paper submission. Students can watch the video available on D2L. Any questions regarding the instructor's expectations and guidelines are best brought up in class so that other students can likewise receive clarification.

### *Primary Source Paper*

**Purpose:** The Primary Source Paper enables students to engage with primary source material from the societies we discuss during the semester. The goals for the assignment are to help students develop the following skills: 1) to learn how to read different types of documents from the past (for example, legal codes, sacred texts, and epic tales); 2) to consider the main themes of the documents and how those reflect the values of their society; 3) to compare those values with the sources from other eras and civilizations that we discuss in class; 4) to share insights gained through a clear argument that states a position and defends it with evidence taken from the sources.

**Task:** You are required to submit **one** Primary Source Paper during the semester.

- **Sign up for a prompt.** Under "Course Content" on D2L's website, you will find the list of 6 essay prompts (questions to help guide your paper's content) as well as all the readings for the semester. You are free to choose any of the prompts. Each has a different set of sources, topics, and due date during the semester. A sign-up sheet for the schedule will be available online by the end of the first week of class; it will be filled on a "first come, first served" basis. You have the **first three weeks** to sign up for one of the Primary Source Papers. After that, the sign-up sheet will close.
- **Read the sources.** Many of the sources might be difficult to understand at first. A careful reading usually requires multiple read-throughs. The first time, just read for an overview of the document's contents. On subsequent reads, look for particular themes or ideas and how those are related to the essay prompt.
  - NOTE:** No outside research is required for this assignment. It is intended to encourage you to think about how *you* interpret the sources rather than how *others* interpret the sources.
- **Write the paper.** The Primary Source Paper should be about 1300-1600 words in length. It should answer the essay prompt with a clear thesis statement near the beginning of the paper and use the primary source texts as evidence to demonstrate the validity of the student's thesis. The successful paper:
  - 1) has a **clear thesis** statement that answers the question(s) associated with the student's chosen prompt.
  - 2) incorporates the text of the sources as evidence and **cites those sources**. (See rubric for citation information.)
  - 3) considers the documents from multiple perspectives/interpretations and incorporates **counter-arguments** to show why its thesis is the most convincing.
- **Complete a self-evaluation.** A separate grading rubric is available on D2L under "Course Content" which provides more details on how the paper will be graded. Complete this rubric yourself and then paste your self-evaluation score at the end of

your submitted draft. This will give you the opportunity to assess your own work and to understand how the instructor will be evaluating the papers.

**Criteria:** The Primary Source Paper should be submitted via D2L to the instructor by 11:59 PM on the appropriate day (see schedule below). Late assignments will not be graded. The completed paper (the draft with thesis and citations and the self-evaluation) will be graded according to the rubric available on D2L. This paper counts as 15 points towards your final grade.

### *Final Essay*

There will be a final essay that will be due by the end of the final exam period. This should be submitted on D2L in the same way as the Primary Source Paper. The prompt for this essay will be announced in class later in the semester.

## **Tests**

### *Unit Tests*

There will be **six** Unit Tests during the semester. Each test will be based on the unit readings and the terms listed on the study guides. If you wish to be successful, focus your note-taking from the lectures on the terms provided and try to write 2-3 sentences describing who/what, when/where, and why important. This will help you prepare for the test material.

Each test is online and timed (approx. 50 minutes to answer approx. 20 questions). The questions may include multiple guess, matching, chronologies, and other types of questions and require a detailed knowledge of the people, events, and ideas found in the class material, including both lectures and readings. Of the six tests during the semester, the **two lowest scores will be dropped** when calculating the final grade. This means that the four highest scores together count for 40 points of your final grade. (Each test is worth 10 points).

**NOTE: Students may study together but may not help one another during the exam or witness another student taking the test.** Doing so will be considered cheating and appropriate action will be taken.

### *Final Exam*

The Final Exam will cover Unit 7 and will follow the same general guidelines as the other Unit Tests during the semester. However, the Final Exam is considered distinct from the Unit Tests and its grade cannot be dropped. More information will be distributed later in the semester.

### *Respondus Lockdown Browser and Webcam*

Students will be recorded during exams using the Respondus Lockdown Browser and Webcam Monitor system in D2L. These videos will be stored for a period of one year and may be submitted to the Department of Student Conduct and Academic Integrity as evidence in suspected cases of cheating. The Respondus System only allows access to student webcams while the exam is in progress. KSU does not have access to student webcams at any other point.

Students are responsible for obtaining an external webcam with microphone if no functioning built-in camera is available.

To access the exam, students will click on the desired quiz/exam link and follow the instructions on the screen. Please note the first time a student attempts an online quiz/exam, they will be prompted to install the Lockdown Browser program and should plan an extra few minutes for this set up process. After the initial setup, students will be prompted to:

1. Click the Launch Lockdown Browser button
2. Check their webcam connection
3. Present a Photo ID
4. Conduct an FULL "environment check"
5. Begin the quiz/exam (Note: your computer will be in "lockdown" mode once you start the exam).

Student accessible campus computers (library and most labs) do not have webcams installed. You will need to supply your own external webcam if using these campus resources. The library may have a limited number of webcams available for check-out.

Below are some general rules for taking an online quiz/exam.

1. You will be prompted to take a picture of photo ID, so please have it with you when starting the exam (remember to remove anything you might have covering or blocking the camera view).
2. You must be sitting at a desk or table when taking the exam.
3. Make sure a proper amount of light is available to see your face in the camera.
4. You should sit up and have your face in front of the webcam. Be sure to adjust the camera back to show your face after you complete the environment check.
5. You may not get up at any point during the exam.
6. Eliminate all distractions in your environment and do not allow other people to be in the same area/room with you while you test.
7. You should be fully/properly clothed while taking the exam. Dress as if you are sitting in a classroom.
8. You will need to have any additional computers, tablets, or phones away from the testing area.
9. You are not allowed to wear head phones during the exam unless previously approved by instructor (for SDS purposes only).

## **Classroom Guidelines**

### *Classroom Etiquette*

Late students are expected to enter as quietly and as inconspicuously as possible. Students who must leave early should inform the instructor before class begins and should sit near the exit so as to disrupt the class as little as possible.

Any questions regarding an individual's assignment, feedback, or other personal matter related to the class should be asked during office hours or via email – not immediately after class.

Students are solely responsible for managing their enrollment status in a class; nonattendance does not constitute a withdrawal. **Students who never complete an assignment will be assigned a final grade of NA (Never Attended).**

### *Discussions*

Open discussion and the exchange of ideas and reactions are crucial to a proper educational environment. Sometimes situations may arise when the class would benefit from interacting with ideas outside of those presented by the class participants. At these moments, in order to facilitate discussion and critical thinking, the instructor may at times propose ideas or perspectives intended to generate reaction and discussion. These comments are not to be construed as reflecting the instructor's personal beliefs or positions. They should also not be construed as imposing any preferred course of thought on the class participants.

### *Electronic Devices Policy*

**All use of electronics (computers, cell phones, audio/video recording, etc.) in class is forbidden.** If you have an accommodation or specific request related to academic performance, please write a request to the instructor via email. Do not assume that because one student is using a computer, etc. in class, general permission has been granted. **Students who use their cell phones in class may be asked to leave class for that period; if this happens, the student will be responsible for what was covered in class after departing.**

### *Makeup Exams and Late Assignments*

**No late assignments will be accepted without proof of family emergency or prior approval by the instructor.** Students seeking an extension or reporting a problem with online submissions (or testing) should contact the instructor before that assignment is due. No extensions or other accommodations will be granted to those who contact the instructor after the due date.

### *Cheating and Plagiarism*

**Acts of cheating and/or plagiarism will result in disciplinary action that may include a failing final grade for the course.**

**Academic Integrity Statement:** Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. Section 5. C of the Student Code of Conduct addresses the university's policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to university materials, misrepresentation/falsification of university records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the Department of Student Conduct and Academic Integrity (SCAI), which includes either an "informal" resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct's minimum one semester suspension requirement. See the full [KSU Codes of Conduct](#).

If in doubt about plagiarism or anything else related to academic integrity, please consult the instructor *before* submitting the assignment. Here are some links that may be useful:

<http://plagiarism.org/>

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

<http://www.library.arizona.edu/help/tutorials/plagiarism/index.html>

**ADA Compliance:**

Students with qualifying disabilities under the Americans with Disabilities Act (ADA) and/or Section 504 of the Rehabilitation Act who require “reasonable accommodation(s)” to complete the course may request those from Department of Student Success Services. Students requiring such accommodations are required to work with the University’s Department of Student Success Services rather than engaging in this discussion with individual faculty members or academic departments. If, after reviewing the course syllabus, a student anticipates or should have anticipated a need for accommodation, he or she must submit documentation requesting an accommodation and permitting time for a determination prior to submitting assignments or taking course quizzes or exams. Students may not request retroactive accommodation for needs that were or should have been foreseeable. Students should contact the office as soon as possible in the term for which they are seeking accommodations. For more information please visit their website, <http://sds.kennesaw.edu/>

Contact information is as follows:

SDS Email: [sds@kennesaw.edu](mailto:sds@kennesaw.edu)

Primary number for Kennesaw campus: [470-578-2666](tel:470-578-2666)

Primary number for Marietta campus: [470-578-7361](tel:470-578-7361)

Additional [Student Rights and Responsibilities](#) can be found in the [Student Handbook](#).

**Tentative Course Schedule w/ Readings and Assignments:**

Specific readings from the textbook will be announced in class for the following class period.

| DATE                               | LECTURE TOPICS   | READINGS  |
|------------------------------------|--|---|
| UNIT I: The Dawn of Civilization   |  |   |
| Week 1:<br>August<br>19/21/23      | Introduction<br>Early Mesopotamia<br>Ancient Egypt                                       | <b>Unit I Readings:</b><br>1. 2 Samuel<br>2. Deuteronomy<br>3. <i>The Epic of Gilgamesh</i><br>4. Hammurabi’s Law Code<br><br><b>Unit 1 Review Questions due by the start of class on August 30<sup>th</sup></b><br><b>There is no Discussion Worksheet for Unit 1.</b><br><b>There is no Unit 1 Paper Opportunity.</b><br><b>Unit Test 1 due by 11:59PM September 4<sup>th</sup></b> |
| Week 2:<br>August<br>26/28/30      | Wrath of Assyria<br>Babylon and the Fate of Israel<br><b>Unit I Discussion</b>           |   |
| UNIT II: Ancient Greece and Persia |  |   |
| Week 3:<br>September<br>2/4/6      | <b>LABOR DAY</b><br>Ancient Greece as a Military<br>Power<br>Eunomia & the King of Kings | <b>Unit II Readings:</b><br>1. Euripides, <i>The Bacchae</i><br>2. Herodotus, <i>The Histories</i><br>3. Homer, <i>The Odyssey</i><br>4. Thucydides, <i>History of the Peloponnesian War</i>  |
| Week 4:                            | From Marathon to Alexander   |   |

|                                  |   |  |
|----------------------------------|---|--|
| September<br>9/11/13             | the Great<br>The Cultural Achieve of<br>Greece<br>Review                              | <b>Unit 2 Review Questions due by the start of class on September 13<sup>th</sup></b><br><b>Unit 2 Discussion Worksheet due by the start of class on September 16<sup>th</sup></b><br><b>Unit 2 Paper due by 11:59PM September 21<sup>st</sup></b><br><b>Unit Test 2 due by 11:59PM September 21<sup>st</sup></b>  |
| UNIT III: Early Asia             |   |  |
| Week 5:<br>September<br>16/18/20 | <b>Unit II Discussion</b><br>The Path of Ancient India<br>Buddhist India              | <b>Unit III Readings:</b><br>1. Confucius, <i>Analects</i><br>2. Legalist Documents<br>3. The Laws of Manu<br>4. <i>The Ramayana</i><br>5. Three Sermons by Buddha<br><b>Unit 3 Review Questions due by start of class on September 27<sup>th</sup></b><br><b>Unit 3 Discussion Worksheet due by start of class on September 27<sup>th</sup></b><br><b>Unit 3 Paper due by 11:59PM September 28<sup>th</sup></b><br><b>Unit Test 3 due by 11:59PM September 28<sup>th</sup></b>  |
| Week 6:<br>September<br>23/25/27 | Ancient China to Confucius<br>The Qin and Han Dynasties<br><b>Unit III Discussion</b> |  |
| UNIT IV: The Roman Legacy        |   |  |
| Week 7:<br>Sept/Oct<br>30/2/4    | Rome Becomes a Ruler<br>From Republic to Empire<br>Kingdoms of Heaven                 | <b>Unit IV Readings:</b><br>1. Livy, <i>Early History of Rome</i><br>2. <i>Acts of the Apostles</i> & 1 Corinthians<br>3. <i>Passion of SS Perpetua and Felicity</i><br>4. <i>Sermon on the Mount</i><br><b>Unit 4 Review Questions due by the start of class on October 9<sup>th</sup></b><br><b>Unit 4 Discussion Worksheet due by the start of class on October 11<sup>th</sup></b><br><b>Unit 4 Paper due by 11:59PM October 12<sup>th</sup></b><br><b>Unit Test 4 due by 11:59PM October 12<sup>th</sup></b><br>Last day to withdraw without academic penalty:<br>October 9 <sup>th</sup> |
| Week 8:<br>October<br>7/9/11     | The Rise of Christian Rome<br>Review<br><b>Unit IV Discussion</b>                     |  |
| UNIT V: Late Antiquity           |   |  |
| Week 9:<br>October<br>14/16/18   | The Fall of Rome<br>Justinian's Byzantium<br>Muhammad & Submission to<br>God          | <b>Unit V Readings:</b><br>1. Augustine, <i>City of God</i><br>2. The <i>Qu'ran</i> and Assorted Documents<br>3. Muhammad, <i>Last Sermon</i><br>4. Procopius, <i>The Secret History</i><br>5. Theophanes, <i>World Chronicle</i><br><b>Unit 5 Review Questions due by the start of class on October 25<sup>th</sup></b><br><b>Unit 5 Discussion Worksheet due by the start of class on October 28<sup>th</sup></b>  |
| Week 10:<br>October<br>21/23/25  | The Abbasid Revolution<br>Unifications & Fragmentations<br>in China<br>Review         |  |
| Week 11:<br>Oct/Nov              | <b>Unit V Discussion</b><br>The Carolingian Renaissance                               |  |

|                                     |  |  |
|-------------------------------------|--|--|
| 28/30/1                             | The Caliph's Shadow  | <b>Unit 5 Paper due by 11:59PM November 2<sup>nd</sup></b><br><b>Unit Test 5 due by 11:59PM November 2<sup>nd</sup></b>  |
| UNIT VI: The Medieval Era of Faith  |  |  |
| Week 12:<br>November<br>4/6/8       | Byzantium: At the Crossroads<br>The Medieval Era I:<br>Foundations<br>The Medieval Era II: Eleanor | <b>Unit VI Readings:</b><br>1. <i>The Song of Roland</i><br>2. Urban II, <i>Call to Crusade</i><br>3. Medieval Spain Documents   |
| Week 13:<br>November<br>11/13/15    | The Medieval Era III: Shadows<br>Review<br><b>Unit VI Discussion</b>                               | <b>Unit 6 Review Questions due by the start of class on November 13<sup>th</sup></b><br><b>Unit 6 Discussion Worksheet due by class on November 15<sup>th</sup></b><br><b>Unit 6 Paper due by 11:59PM November 16<sup>th</sup></b><br><b>Unit Test 6 due by 11:59PM November 16<sup>th</sup></b>   |
| Week 14:<br>November<br>18/20/22    | The Mongolian Reset<br>The "Eastern Barbarians"<br>Glory and Death                                 | <b>Unit VII Readings:</b><br>1. Ibn Battuta, <i>Travels</i><br>2. Bernal Diaz, <i>Memoirs</i><br>3. <i>The Mwindo Epic</i><br><b>Unit 7 Review Questions due by start of class on December 6<sup>th</sup></b><br><b>Unit 7 Discussion Worksheet due by start of class on December 9<sup>th</sup></b><br><b>Unit 7 Paper due by 11:59PM December 9<sup>th</sup></b> |
| FALL BREAK (November 25-December 1) |  |  |
| UNIT VII: Seeds of the Modern World |  |  |
| Week 15:<br>December<br>2/4/6       | On the Eve of Modern World I<br>On the Eve of Modern World II<br>Review and Conclusions            |  |
| Week 16:<br>December 9              | <b>Unit VII Discussion</b>   |  |
| FINAL                               | Monday, December 16 @ 1:00-3:00 PM   |  |

**The instructor reserves the right to change this syllabus to facilitate learning.**