Sept. 4 [Th] Introduction/Course Requirements

UNIT I: THE DEVELOPMENT OF CIVILIZATION

Sept. 9 [T] Objective 1: Paleolithic Society and the Neolithic Revolution
[TE, pp. 6c-8c; RGH, pp. 1-20] [Q]

Sept. 11 [Th] Objective 2: The Rise of Civilization
[TE, pp. 5-6c, 8c-17b, 18c-22, 25-37b]

Sept. 16 [T] Objective 2: continued
[RGH, pp. 21-45] [Q]

Sept. 18 [Th] Objective 3: Social Values of Traditional Societies
[TE, pp. none; RGH, pp. 46-66] [Q]

Sept. 23 [T] Objective 3: continued

Paper: How did arranged marriages fulfill the values of a traditional society while romantic ones wouldn’t?

Sept. 25 [Th] UNIT I TEST—Part A (30 points)
Objective 4: China: Early Institutions
---- [Q]

Sept. 30 [T] Objective 4: continued
[TE, pp. 51c-59, 99-100b, 104a-107d] [Q]

Oct. 2 [Th] Objective 5: Chinese Thought
[TE, pp. 100b-104a; RGH, pp. 67-76] [P]

Paper: "Which philosophy is the best way to run a society? Legalism, Confucianism or Daoism. Explain"

Oct. 7 [T] Objective 6: Imperial China
[TE, pp. 107d-113, 211-227; RGH, pp. 77-101] [Q]

Oct. 9 [Th] Objective 7: India: Early History
[TE, pp. 43-49d, 115-122a; RGH, pp. 102-112] [Q]

Oct. 14 [T] Objective 8: The Indian Religious Tradition
[TE, pp. 49d-51c, 122a-129, 239; RGH, pp. 113-132] [Q]

Oct. 16 [Th] Objective 8: continued

Paper: Was Buddhism optimistic, pessimistic or realistic?

Oct. 21 [T] UNIT I TEST—Part B (30 points + 10 points additional)
UNIT II: CULTURAL INTERACTION IN EURASIA

Oct. 23 [Th] Objective 9: Ancient Southwest Asia/Middle East
(TE, pp. 17c-19b, 83-96; RGH, pp. 133-135) [Q]

(TE, pp.131-144a; RGH, pp. 136-147) ----

(TE, pp. 144a-151c, 168c-171a; RGH, pp. 148-153) [Q]

Nov. 4 [T] Objective 12: Christianity and the Early Middle Ages
(TE, pp. 151c-152, 163a-165b, 171a-172, 249-262, 301-313b;
RGH, pp. 154-172, 177-179) [Q]

Nov. 6 [Th] Objective 15: Global Cultural Diffusion (Topic moved up)
(TE, pp. 157-162a, 235a-238a, 335-341d; RGH, pp. 197-200) [Q]

Nov. 11 [T] Objective 13: The Rise of Islam
(TE, pp. 195-200a; RGH, pp. 173—176, 180-196)
Paper: Why did Hart select Muhammad above Jesus as the most influential person in history? Did he have an argument you found especially convincing? [P]

Nov. 13 [Th] Objective 14: Arabic/Islamic Civilization and the Mongols
(TE, pp. 200c-209, 313b-314, 267-281; RGH, pp. 201-224) [Q]

Nov. 18 [T] Objective 14: continued
(RGH, pp. 215-224) ----

Nov. 20 [Th] UNIT II TEST (50 points + 10 points additional)

UNIT III: AFRICA, THE AMERICAS, EUROPE AND THE EMERGENCE OF THE ATLANTIC WORLD

Nov. 25 [T] Objective 17: Pre-Modern Africa
(TE, pp. 37b-39, 285-298; RGH, pp. 225-246) [Q]

Nov. 27 [Th]: Thanksgiving Day. Enjoy!

(December 1—Last day to withdraw from classes)

Dec. 2 [T] Objective 17: continued ----

Dec. 4 [Th] Objective 18: The Americas Before 1492
(TE, pp. 63-74b, 317-327c; RGH, pp. 247-253) [Q]

Dec. 9 [T] Objective 19: Europe Before 1492
(TE, pp. 342-343b, 344c-350, 357-366c, 370c-371a;
RGH, pp. 254-273) ----

Dec. 9 [T] (Assignment of Class Participation points)

Dec. 11 [Th] Objective 20: The Columbian Exchange
(TE, pp. 371a-374, 399-412b, 424-431; RGH, pp. 274-308) [Q]

Dec. 16 [T] UNIT III TEST (40 points)
INSTRUCTIONS FOR WRITTEN ASSIGNMENTS:

1. All papers and worksheets must be typed and stapled.

2. Late work: two points will automatically be deducted for papers handed in late. No exceptions and no late papers accepted beyond one week. Assignments can be submitted by e-mail as a Microsoft Word attachment to my e-mail address above.

3. Use your own words. Do not copy from any source including the internet. Copied work will not be accepted. Use quotation marks where appropriate. No paper should be mostly quotations.

4. Suggested length of written assignments:
   Papers: at least one full page (anything less will not be accepted).

5. Format: Papers should have an introduction, specific examples and a conclusion. Please use an easily read font.

6. Value: each paper and worksheet will be worth 5 points.

Note on college closings:

In case of inclement weather, or other reasons for the college being closed, students should assume that the course will proceed as indicated on the course calendar. Assignments (quizzes, papers and worksheets) due on a day the college is closed are due the next time the class meets as are assignments due on that next class.

(In the case of unit tests, a test scheduled on a day the college is closed will be given the next time the class meets; but if the college is closed on the last class meeting before a test is scheduled, the test will be postponed until the next class meeting so that the material in that unit can be completed.)

The professor will inform students how the content of the course will be altered to compensate for any lost class time.

Course Websites

Course Website:  http://ux.brookdalecc.edu/fac/history/Sherri.htm
   Use this website to find a copy of the Syllabus/Learning Program, Course Calendar and any changes in assignments (Course News link). If you miss a class you should check the Course News link to make sure there have been no changes in assignments.

TE Website:  www.mhhe.com/bentley3
   This Online Learning Center has outlines and various student aids for each chapter in the text, Traditions and Encounters. You may find this website helpful for reviewing the reading assignments and in studying for tests.