



**EAST TEXAS A&M**  
UNIVERSITY

**HIST 305.01E (80455) WORLD HISTORY TO THE 17<sup>TH</sup> CENTURY  
COURSE SYLLABUS: FALL 2025**



The world map from Leinhart Holle's 1482 edition of Nicolaus Germanus's emendations to Jacobus Angelus's 1406 Latin translation of Maximus Planudes's late-13th century rediscovered Greek manuscripts of Ptolemy's 2nd-century Geography.

Professor: Dr. Cynthia Ross  
Class Time: MWF 1:00pm – 1:50pm  
Class Location: SS 141  
Office Location: SS 104  
Office Hours: MWF 11:00am - noon; TR 11:00am – 1:00pm  
Instructor Email: [cynthia.ross@etamu.edu](mailto:cynthia.ross@etamu.edu)

Email is the best way to reach me outside of class. I typically respond to email during regular business hours, within one day during the week; emails sent after 5:00pm on Friday may not get a response until Monday morning.

## COURSE INFORMATION

World History differs from traditional Western Civilization not only in its greater geographic scale but also its longer chronological scope. This course begins with the earliest human tribal organizations. Consideration of the ancient period will also include the development of cradles of civilization, the growth and decline of classical cultures, interactions among classical and nomadic peoples, and the establishment of great world religions. The study of the medieval period will include varieties of rebuilding after the collapse of classical empires, the roles played by great world religions in medieval cultures, and the development of technologies of communication and transportation. Non-majors may enroll with the consent of the department.

### Materials:

*Note: Students are welcome to get the books in any format that makes it easy to read the entire book, including audiobook; a print or ebook will be necessary for paper citations.*

James C. Scott, *Against the Grain: A Deep History of the Earliest States*. New Haven: Yale University Press, 2018. ISBN: 978-0274757091. (hardcover, paperback, ebook, audiobook; full text online at Waters Library)

David Abulafia, *The Great Sea: A Human History of the Mediterranean*. Oxford University Press, 2011. ISBN: 9780199315994 (hardcover, paperback, ebook, audiobook; full text online at Waters Library)

Valerie Hansen, *The Year 1000: When Explorers Connected the World - and Globalization Began*. Scribner, 2020. ISBN: 978-1501194115 (hardcover, paperback, ebook, audiobook)

Janina Ramirez, *Femina: A New History of the Middle Ages, Through the Women Written Out of It*. London: Hanover Square Press, 2023. ISBN: 978-1335498526. (hardcover, paperback, ebook, audiobook)

Recommended for all History majors: Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*. Ninth Edition. University of Chicago Press. 2018.

### Student Learning Outcome:

1. Students will be able to demonstrate knowledge of the interconnectedness of global dynamics (issues, processes, trends, and systems).
2. Students will be able to use proper Turabian footnoted citation and bibliographies.

## COURSE REQUIREMENTS

### **Instructional / Methods / Activities Assessments:**

The reading assignments are listed for each week. This is a discussion-based course, very similar to a senior or graduate level course with more instructor guidance. That means we will all sit in a circle, think about, and discuss the books so the quality of the course is dependent on your engagement; you must do the readings, take notes as you read, and highlight as needed. Ask questions and answer questions in class with thoughtful responses. There will be a few mini-lectures throughout the semester to provide important background for your reading.

Note: This is a class that requires student attendance. We will have very limited technology use in the course.

### **Student Responsibilities or Tips for Success in the Course:**

Read the syllabus and adhere to the schedule. Complete the readings, take notes as you read, attend class, complete all written assignments to the best of your ability. The texts will drive classroom discussion, a crucial course requirement and a large part of your grade. You are responsible for all the material contained in the readings; if you do not read them, you will have a difficult semester. Professional and polite interactions with everyone in the class is expected.

### **Assignments:**

|                                   |                   |
|-----------------------------------|-------------------|
| Hello Notecard                    | 25 points         |
| Zotero                            | 25 points         |
| Short Papers (4 @ 25 points each) | 100 points        |
| Semester Project                  | 200 points        |
| Discussion and Engagement         | 200 points        |
| Goodbye Notecard                  | 25 points         |
| <b>TOTAL:</b>                     | <b>575 points</b> |
| Student Evaluation BONUS          | 25 points         |

**\*Student Evaluation Bonus:** At the end of the semester, if you complete the student evaluation for the class, you can upload a screen shot of the completion screen for 25 points. Please make sure it is not a screenshot of any responses.

Semester Grades: A: 100-90%; B: 89-80%; C: 79-70%; D: 69-60%; F: 59% and below.

The general grading criteria for all written assignments in this class is based on the following:

A = Mastery of content and reading material; factual accuracy; thoughtful interpretation or argument that synthesizes original thoughts and ideas with content; technically clean

B = Good-to-excellent command of the majority of content and reading material; competent factual accuracy; a generally solid historical argument backed with adequate evidence

C = Fair command of content material; reasonable factual accuracy; ability to articulate a specific thesis or argument even if it is not original or is poorly supported by the evidence

D = Poor command of content; factual errors; no real argument driving the essay

F = Even worse than above; completely off topic; no work submission

### **Hello Notecard:**

On the first day of class, each student will receive a notecard. Each person will put their name at the top of the card and five things they want the professor to know about them, turning it in at the end of class. In the past students have shared fun things like their favorite ice cream, their dog's name, or their love of sports, while others have taken the opportunity to note a preferred name, their pronouns, or if they are nervous about this course.

### **Zotero:**

Simply put, Zotero will save your academic life. This is a free reference manager that integrates seamlessly with Windows, macOS, Linux, Google Chrome, Firefox, Safari, Edge, digital library searches, Microsoft Word and other word processors. You can access it here: <https://www.zotero.org/> I recommend the stand-alone version but some students like the web version. Learning how to use Zotero now will make the rest of your undergraduate degree that much easier. It does Turabian, a requirement of the History program, for you! For this activity you will watch a video tutorial I created in the Hist 500 Orientation course shell (I will also post it in the D2L course space), we will discuss it in class, you will download the app, learn how to use it, and turn in a 1 page document using Zotero to enter footnoted (full note, not author-date) citations of several different types of sources, and create a bibliography page. You will learn how to use the browser connector to automatically download references into Zotero and how to manually enter them. The writing sample you create should have individual references for:

1. a single author book
2. a multiple author book
3. a journal article
4. a web page
5. a primary source

*Note:* you do not need to have a detailed analysis of these sources. This assignment is more about using Zotero to create the footnoted citations and bibliography and satisfies the Student Learning Outcome #2 (Students will be able to use proper Turabian footnoted citation and bibliographies). After completing this assignment, you will have a valuable tool for the rest of your university and professional life!

*Addendum:* My video tutorial is always available but I will also be offering a Zotero class during the semester, open to any students or faculty who would like to attend. Time and Date TBA.

## Short Papers:

These papers satisfy the Student Learning Outcome #1 (Students will be able to demonstrate knowledge of the interconnectedness of global dynamics (issues, processes, trends, and systems). Each assigned book has a corresponding short paper assignment of 3 to 5 pages. Prompts may be reflective, imaginative, argumentative, analytical, expository, or creative. Each assignment will be discussed in class.

## Semester Project – Paper and Presentation:

This assignment satisfies Student Learning Outcome #1 and #2. For this assignment, you will choose a primary source of some significance used in one of the course texts. For the project, you will conduct research on the primary source, detailing its:

- 1.origin
- 2.author(s)
- 3.history
- 4.construction
- 5.contents
- 6.purpose
- 7.significance
8. people who interacted with the source
- 9.any controversies surrounding the work
10. legacies
11. anything else of note
12. its current location and how it arrived there

See the following Wikipedia pages for several examples of research done on these primary source documents – [the Voynich manuscript](#), [The Broken Spears: The Aztec Account of the Conquest of Mexico](#), [The Travels of Marco Polo](#), [Sarajevo Haggadah](#), and [Shiji](#). You may also choose a work of art or material culture as long as you understand it will be read as a text (more on this in class). Your project does not need to be exactly like these examples but they should give you ideas on how to structure your paper and elements you may want to include.

In choosing your primary source you will want to be sure it is accessible to you and readable (translated into a language you can understand) before beginning any work. Depending on the source, you may be able to find it digitally or perhaps request a print copy through ILL. All acceptable primary sources for this project can be found in the bibliographies at the end of the books. This project will require you to read a significant amount of the primary source and conduct research across other textual sources, digital archives, academic websites, academic journals, public history sites, and more – all documented, of course. There will be periodic short writing assignments throughout the semester concerning this project.

### Assignment Requirements:

Name, course number and section, date in the top left corner of page

Catchy title that includes the primary source (source may be a subtitle, after a colon)  
Times new roman, 12 point font, 1 inch margins, double spaced  
Paper length is 10-15 pages; no less than 10, no more than 20; please do not give me your life's work.

Turabian footnoted citations (full note) and bibliography page required.

Direct quotes should be short, concise, and cited using Turabian format.

Write professionally with accurate spelling and grammar. Refer to the paper mechanics discussed in the Undergraduate Research Methods document to make sure you are conforming to the standards within the discipline of History.

At the end of the semester, you will present your findings to the class with a prepared verbal and visual presentation that includes images. You may use Power Point, Adobe, or any other presentation app you desire. Your presentation should be organized, professional, and guided by notes or an outline.

### **Discussion and Engagement:**

Regular engagement and keeping up with the material is critical in this discussion based course. Engagement includes attending class, being on time, taking part in class discussion, and completing assignments by the due date. If students have a problem with engagement due to illness, work, family, or life you need to contact me right away. Flexibility and extensions are possible if I know what is going on. Absences: University policy does allow excused absences in certain situations. These include participation in a required/authorized university activity, verified illness (doctor's note or positive dated covid PCR test), death in a student's immediate family, jury duty, court dates, and military service. All of these excuses require proper documentation. Any other absences are **NOT** excused absences.

You must complete the readings prior to class and come prepared for discussion. Have the readings available to refer to or have notes handy in whatever form you take them.

You are encouraged to ask questions and it is helpful to prepare them ahead of time.

Unprepared attendance may be treated as an absence.

Students are expected to create and sustain an open intellectual classroom environment, which fosters discussion - you should listen to each other's comments and questions with an open mind and respect viewpoints other than your own.

Students must also be open to understanding why people of the past did what they did, and should not dismiss these actors' views because they might be perceived as "wrong."

I evaluate the discussion portion of your Engagement grade on the following criteria:

A = Student is always prepared; makes frequent voluntary contributions to classroom discussion

B = Student is generally prepared; makes occasional voluntary contributions to discussion or participates only when called on

C = Student is usually prepared but rarely voluntarily speaks

D = Student is generally unprepared and does not contribute to discussion

F = Student is unprepared and appears disinterested in contributing to discussion

For a three-credit course, expect to spend nine hours on class work per week outside of regular class attendance to stay on top of the workload. That's about 12 hours a week, total. The expected reading load for a 300 level university class is 120 – 150 pages per week. University classes can be difficult but not impossible with strict time management.

Note: Upper level undergraduate students should not skip classes or be chronically late to class, especially in the major. Students are expected to attend every class session; attendance will be tracked. Each unexcused absence beyond two (2) instances will result in a semester grade reduction; excessive unexcused absences (more than 4) may be cause for a failing grade.

### **Goodbye Notecard:**

On the last day of instruction, each student will receive a notecard. Each person will put their name at the top of the card and five things they learned in this class that they will take with them in the future, turning it in at the end of class. This could be anything related to the course, college life, technology, pretty much anything.

### **Remember:**

Read and review the syllabus  
Attend class; do not be late  
Be present both physically and mentally  
Check D2L regularly  
Stay current on your reading schedule  
Take notes in any way that is helpful to you  
Complete assignments by the due date  
Contact me whenever you have questions or concerns

## **D2L TECHNOLOGY REQUIREMENTS**

### **LMS**

All course sections offered by East Texas A&M University have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

## ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@etamu.edu](mailto:helpdesk@etamu.edu).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a ETAMU loaner laptop, etc.

## COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your professor.

### Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

### **Interaction with Instructor Statement:**

Students are encouraged to email the professor with questions, concerns, or comments. Students must provide a valid return email address for replies. Unless otherwise announced, students can expect replies between 8:00am and 5:00pm during the week. Response times are not guaranteed over the weekend.

When sending an email always do the following:

- 1) Use a subject line. This tells me what the topic is and prevents your message from ending up in my junk mail.
- 2) Include your class and section (or class time). I need to know exactly which of my courses you are in. This course is Hist 305.01E.
- 3) Use clear, formal English in your emails. Before sending ask yourself, "Would I send this email to my boss?" If not, revise it for professionalism.
- 3) End the email with your first and last name, that is "sign" your message. I need to know who you are. If you go by a name that is different than the roster, please let me know.

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

All writing assignments should be in standard format – Times New Roman, 12-point font, one-inch margins, double-spaced.

Standard paragraphs are 6 to 8 sentences; short paragraphs are 4 to 6 sentences.

Turabian style with full author-title footnotes and bibliography page is required of all history majors.

### **Late Assignments:**

Any work submitted more than three days past the deadline will receive a one letter grade reduction.

### **Extra Credit:**

There is one opportunity for extra credit in this course. Students are encouraged to talk to the instructor early and often if they are having problems in the course.

### **Student Conduct:**

All students enrolled at the university shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See current Student Guidebook)

### **Academic Honesty:**

In all courses, I expect that all work that you do and turn in is your own. It is the policy of the University, the History Department, and myself that no form of plagiarism, cheating, collusion, or any other form of academic dishonesty will be tolerated. Plagiarism is defined as deliberately taking the words or ideas of someone else and passing them off as your own. Cheating is obtaining unauthorized assistance on any assignment. Collusion is the selling of academic products with the intention that they be submitted to satisfy an academic requirement. Students are expected to uphold and support the highest academic standards at all times.

It is fine to use other people's words and ideas as long as they receive credit in citations. If you are unsure about the precise definition of plagiarism and/or think you may have committed this form of academic dishonesty, see the instructor or visit the Online Writing Lab before you turn in the assignment.

If a student commits academic dishonesty on any part of an assignment, the assignment will receive a zero with no possibility for make-up. Additionally, any incidents of academic dishonesty may be reported to the Office of the Provost by the Professor according to university policy 13.99.99.R0.03 Undergraduate Academic Dishonesty.

### **AI Use in Course**

East Texas A&M University acknowledges there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

**No AI use is allowed in this course. Students should not use any text generated by AI in any graded assignments. Use of AI to write any part of an assignment and present it as the student's work is prohibited. This applies to this course only (Hist 305.01E).**

Students should be aware of the requirements in all their classes and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed. In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty

13.99.99.R0.10 Graduate Student Academic Dishonesty

### **Writing Lab:**

The [ETAMU Online Writing Lab](#) is a valuable service free to any student. They can help you get started on a paper, help with drafts, and answer specific questions about citation style, grammar, and spelling. While they will not write the paper for you, they are there to give feedback and guidance.

### **Students with Disabilities Information:**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Student Disability Resources & Services  
East Texas A&M University  
Waters Library, Room 162  
Phone (903) 886-5150 or (903) 886-5835  
Fax (903) 468-8148  
[StudentDisabilityServices@etamu.edu](mailto:StudentDisabilityServices@etamu.edu)

### **Nondiscrimination Notice:**

ETAMU will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an

environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

### **Campus Concealed Carry Statement:**

Campus Concealed Carry - Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in East Texas A&M University buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and ETAMU Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to ((<http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

### **Statement on Student Grievances:**

Students who have questions or concerns about the Instructor's course policies or the conduct either of the Instructor or a classmate should first consult with the Instructor. In the event of a lack of resolution or satisfaction on the matter, the student may bring their concerns to the head of the History Department, Sharon Kowalsky ([Sharon.Kowalsky@etamu.edu](mailto:Sharon.Kowalsky@etamu.edu)). If this does not result in a satisfactory conclusion to the matter, students may bring the issue to the attention of the Associate Dean of Students per procedures outlined on pp. 15-19 of the Student Guide Book.

### **ETAMU Supports Students' Mental Health:**

The Counseling Center at ETAMU, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit [www.etamu.edu/counsel](http://www.etamu.edu/counsel).

### **Syllabus Change Policy:**

The syllabus is a guide. Circumstances and events may make it necessary for the professor to modify the syllabus during the semester. Any changes made to the syllabus will be announced as soon as possible.

|                                  |
|----------------------------------|
| <b>COURSE OUTLINE / CALENDAR</b> |
|----------------------------------|

**August 25, 27, 29**

**Week 1: Introduction and Meet and Greet; Historical evidence and World History; The Earliest States**

Plan:

1. Review the syllabus - Monday
2. Distribute, read, and discuss Vilet Lester letter; review Zotero assignment - Wednesday
3. Read James C. Scott, *Against the Grain: A Deep History of the Earliest States*, Preface through Chapter 2 (pages ix – 92)
4. Discuss reading - Friday

Assignments:

Hello Notecard in class Monday

Begin Zotero Assignment (Due in Week 3; final turn in Week 10)

**September 3, 5**

**Monday, Labor Day – No class**

“Intellectual darkness is essential to industrial slavery.” ~ Eugene V. Debs

**Week 2: The Earliest States**

Plan:

1. Read James C. Scott, *Against the Grain: A Deep History of the Earliest States*, Chapter 3 through Chapter 5 (pages 93 – 182)
2. Discuss Chapter 3 and 4 – Wednesday
3. Discuss Chapter 5 - Friday

Assignments:

Read!

**September 8, 10, 12**

**Week 3: The Earliest States**

Plan:

1. Read James C. Scott, *Against the Grain: A Deep History of the Earliest States*, Chapter 6 through Chapter 7 (pages 183 – 256); Skim Notes and Bibliography
2. Discuss Chapter 6 - Monday
3. Discuss Chapter 7 – Wednesday
4. Wrap up, discuss Notes and Bibliography, review short paper assignment - Friday

Assignments:

Short paper #1 released, due next week

Zotero Assignment due; final turn in Week 10

**September 15, 17, 19**

**Week 4: The Early Mediterranean**

Plan:

1. Read David Abulafia, *The Great Sea: A Human History of the Mediterranean*. Preface, Introduction, Part 1
2. Discuss Preface and Introduction – Monday
3. Discuss Part 1 – Wednesday
4. Semester Project Work Day

Assignments:

Short paper #1 due in D2L – Friday  
Primary source selection due next week!

**September 22, 24, 26**

**Week 5: The Classical Mediterranean**

Plan:

1. Read David Abulafia, *The Great Sea: A Human History of the Mediterranean*. Part II
2. Discuss Part II, 1-3 – Monday
3. Discuss Part II, 4-6 – Wednesday
4. Discuss Part II, 7-10 - Friday

Assignments:

Primary source selection for semester project - Friday

**September 29, October 1, 3**

**Week 6: The Mediterranean in the Middle Ages**

Plan:

1. Read David Abulafia, *The Great Sea: A Human History of the Mediterranean*. Part III
2. Discuss Part III, 1-3 – Monday
3. Discuss Part III, 4-6 – Wednesday
4. Discuss Part III, 7-8 - Friday

Assignments:

Read, work on semester project, Zotero assignment

**October 6, 8, 10**

**Week 7: The Early Modern Mediterranean**

Plan:

1. Read David Abulafia, *The Great Sea: A Human History of the Mediterranean*. Part IV (only 1-6)
2. Discuss Part IV, 1-3 – Monday
3. Discuss Part IV, 4-6 – Wednesday
4. Wrap up, Review Short paper assignment - Friday

Assignments:

Short paper #2 released, due next week

**October 13, 15, 17**

**Week 8: Exploration in the New Millennium (1000 CE)**

Plan:

1. Valerie Hansen, *The Year 1000: When Explorers Connected the World - and Globalization Began*. Author's Note, Prologue, Chapters 1-3
2. Discuss Prologue and Chapter 1 – Monday
3. Discuss Chapter 2 – Wednesday
4. Discuss Chapter 3 - Friday

Assignments:

Short paper #2 due in D2L - Friday

**October 20, 22, 24**

**Week 9: Bondage, Wealth, and Religion in the New Millennium (1000 CE)**

Plan:

1. Valerie Hansen, *The Year 1000: When Explorers Connected the World - and Globalization Began*. Chapters 4-6
2. Discuss Chapter 4 – Monday
3. Discuss Chapter 5 – Wednesday
4. Discuss Chapter 6 - Friday

Assignment:

Report on work completed for project, no more than one page – Friday

**October 27, 29, 31**

**Week 10: Globalization in the New Millennium (1000 CE)**

Plan:

1. Valerie Hansen, *The Year 1000: When Explorers Connected the World - and Globalization Began*. Chapter 7 – Epilogue, review end materials
2. Discuss Chapter 7 – Monday
3. Discuss Chapter 8 and Epilogue – Wednesday
4. Wrap Up and review short paper assignment - Friday

Assignments:

Short paper #3 released, due next week

Absolute deadline for Zotero assignment

**November 3, 5, 7**

**Week 11: Rethinking the Middle Ages**

Plan:

1. Read Janina Ramirez, *Femina: A New History of the Middle Ages, Through the Women Written Out of It*. Preface through Chapter 2
2. Discuss Preface and Introduction – Monday
3. Discuss Chapter 1 – Wednesday
4. Discuss Chapter 2 - Friday

Assignments:

Short paper #3 due in D2L – Friday

Report on work completed for project, no more than one page – Friday

**November 10, 12, 14**

**Week 12: Rethinking the Middle Ages**

Plan:

1. Read Janina Ramirez, *Femina: A New History of the Middle Ages, Through the Women Written Out of It*. Chapter 3 through 5
2. Discuss Chapter 3 – Monday
3. Discuss Chapter 4 – Wednesday
4. Discuss Chapter 5 - Friday

Assignments:

**November 17, 19, 21**

**Week 13: Rethinking the Middle Ages**

Plan:

1. Read Janina Ramirez, *Femina: A New History of the Middle Ages, Through the Women Written Out of It*. Chapter 6 through 9; Endnotes; Bibliography
2. Discuss Chapter 6 – Monday
3. Discuss Chapter 7 – Wednesday
4. Discuss Chapter 8 and 9; Endnotes; Bibliography - Friday

Assignments:

Short paper #4 released, due next week

Short paper #4 due in D2L - Friday

**November 24, 26**

**Thanksgiving Break, Thursday and Friday; Working on the assumption of canceled classes Wednesday**

**Week 14: A New World**

Plan:

1. Read Janina Ramirez, *Femina: A New History of the Middle Ages, Through the Women Written Out of It*. Wrap Up.
2. Wrap Up and Lingering Questions - Monday

Assignments:

Short paper #5 released, due next week

**December 1, 3, 5**

**Week 15: Navel Gazing and Presentations, Part I**

Plan:

1. What does it all mean? - Monday
2. Course Post Mortem - Wednesday
3. Round 1 of presentations - Friday

Assignments:

Short paper #5 due in D2L - Friday

Turn in prepared notes for presentation (after presenting) - Friday

BONUS

**December 12**

**Finals Week**

Plan:

1. We will meet on Friday only this week
2. Round 2 of presentations, 10:30am – 12:30pm

Assignments:

Goodbye Notecard – Friday

Turn in prepared notes for presentation (after presenting) - Friday

Semester Project due in D2L - Friday