



EAST TEXAS A&M
UNIVERSITY

HIST 305.01E (80455)

WORLD HISTORY TO THE 17TH CENTURY

COURSE SYLLABUS: FALL 2026



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: Monday 2:00pm-4:00pm
Wednesday 2:00pm-3:00pm
Friday 2:00pm-4:00pm
Instructor Email: 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

HIST 305 is a reading- and discussion-driven introduction to world history at the upper-division level. Rather than trying to cover every place and era, we will investigate how historians build meaningful global stories from evidence. Our books move from the first states to the Silk Roads, medieval women's worlds, and the travels of Ibn Battuta. Along the way, we will ask how trade, environment, belief, migration, empire, status, and travel connected people across regions - and how historians know what they know.

Materials – Textbooks, Readings, Additional Readings

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.

Zachary Schrag

Princeton Guide to Historical Research.

Princeton: Princeton University Press, 2021

ISBN: 9780691198224

James C. Scott

Against the Grain: A Deep History of the Earliest States.

New Haven: Yale University Press, 2018.

ISBN: 9780274757091 (full text online at Waters Library)

Valerie Hansen

The Silk Road: A New History.

Oxford: Oxford University Press, 2012.

ISBN: 9780190218423

Janina Ramirez

Femina: A New History of the Middle Ages, Through the Women Written Out of It.

London: Hanover Square Press, 2023.

ISBN: 9781335014986

Ross E. Dunn

The Adventures of Ibn Battuta: A Muslim Traveler of the Fourteenth Century, With a New

Preface.

Berkeley: University of California Press, 2012.

ISBN: 9780520272927

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. This course works best when everyone arrives prepared, curious, and ready to contribute. You do not need to have the “right” answer before speaking. You do need to have done the reading, noticed something worth discussing, and be willing to listen seriously to classmates whose interpretations differ from your own.

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

Come to class prepared, curious, and ready to contribute. Complete the assigned reading before class, take notes in a format that works for you, and bring the text or your notes so that you can refer to them during discussion. The readings drive our work together; students who do not read will find it difficult to participate fully and succeed in the course. Treat classmates, historical actors, and differing interpretations with professionalism and respect.

Assignments

Assignment	Points
Hello Notecard	25
Zotero Citation Exercise	25

Assignment	Points
AI, Evidence, and Historical Judgment	25
Short Papers (4 × 25 points)	100
Semester Project: Paper and Presentation	200
Discussion and Engagement	200
Goodbye Notecard	25
Total	600
Student Evaluation Bonus	25

***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.

A: 540–600 points

B: 480–539 points

C: 420–479 points

D: 360–419 points

F: 0–359 points

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.

AI, Evidence, and Historical Judgment — 25 points

Purpose:

Generative AI can produce fluent prose, but fluency is not evidence. In this assignment, you will evaluate AI-generated historical claims using the skills historians use every day: asking questions, locating sources, checking citations, identifying omissions, recognizing interpretation, and revising claims in light of evidence.

Assignment steps:

1. Choose a course-related question approved by the instructor. Good questions should be narrow enough to fact-check and connected to one of our course texts, such as:
 - How does James C. Scott explain the relationship between grain cultivation and early states?
 - What goods, peoples, and ideas moved along the Silk Roads?
 - How does Janina Ramirez challenge conventional accounts of the medieval past?
 - What can Ibn Battuta’s travels tell historians—and what can they not tell us?
2. Use one approved generative-AI tool to produce a response of approximately 500–750 words. Save the exact prompt, the date, the name of the tool, and the complete response.
3. Fact-check at least five distinct claims in the AI response using assigned course readings and at least two credible additional sources. At least one of these additional sources must be scholarly or a reputable academic/public-history resource.
4. Submit a 3–4 page analysis that includes:
 - Your exact prompt and the complete AI response in an appendix.
 - A concise summary of the AI’s central argument.
 - A claim-check table identifying at least five claims as accurate, inaccurate, misleading, unverifiable, or incomplete.
 - Proper Turabian footnotes and a bibliography documenting your fact-checking.
 - A reflection on what the tool did well, what it did poorly, what it omitted, and how a historian should use—or refuse to use—such output.

Important:

The AI-generated response itself is *not* your work and is not graded as historical writing. Your grade rests on the quality of your evidence-checking, citations, analysis, and reflection.

Suggested Claim-Check Table

AI claim	Your finding	Evidence	Why it matters
“Early states emerged primarily because agriculture created a reliable food surplus.”	Incomplete	Scott complicates this explanation by emphasizing grain, legibility, coercion, disease, and ecological conditions.	The answer presents a contested historical interpretation as an uncomplicated fact.

AI claim	Your finding	Evidence	Why it matters
“The Silk Roads were a single route connecting China and Europe.”	Misleading	Hansen shows multiple, shifting overland and maritime networks involving many regions.	The phrase may hide the diversity and complexity of exchange networks.

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). Four short-paper prompts will be distributed during the semester. Each 3–5-page paper asks you to engage thoughtfully with an assigned course text through reflective, imaginative, argumentative, analytical, expository, or creative historical writing.

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.

Project requirements

- Include your name, course number and section, and date in the upper-left corner of the first page.
- Create an engaging title that identifies the primary source; a subtitle after a colon is welcome.
- Use Times New Roman, 12-point font, one-inch margins, and double spacing.
- Submit 10–15 pages of text; papers shorter than 10 pages will not meet the assignment requirement, and papers longer than 20 pages require advance permission.
- Use full-note Turabian footnotes and a bibliography.
- Keep quotations short, purposeful, and properly cited.
- Write professionally, with accurate grammar and spelling.

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

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.

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>

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.

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.
- 4) 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.

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 recognizes that artificial intelligence, chatbots, and related tools may have legitimate academic uses when their use is authorized and documented by the instructor.

In HIST 305, generative AI is permitted in limited, clearly defined ways. It may be used for the **AI, Evidence, and Historical Judgment** assignment and, with care, as a research assistant for the semester project. AI is a tool—not an authority, a source, or a substitute for historical judgment.

Permitted research uses

For the semester project, students may use generative AI to help:

- Identify potential primary and secondary sources, including relevant digital collections, archives, library catalogs, scholarly articles, books, databases, or public-history resources.
- Suggest strategies for locating an accessible translation or edition of a primary source.
- Organize a personal research plan or generate questions to guide further research.

Any source suggested by AI must be independently located, read or examined, and evaluated by the student before it may be used in the project. Students may not assume that a title, author, quotation, citation, URL, archive, date, or factual claim supplied by AI is accurate. AI tools may invent sources, misidentify authors, misquote texts, provide broken links, or present uncertain interpretations as facts.

Only sources that the student has personally verified may appear in the paper, notes, bibliography, or presentation. Students must cite the **actual primary and secondary sources consulted**, not AI-generated descriptions of them.

Translation

AI-assisted translation may be permitted only in limited cases and **only after the student meets with the professor in advance**. The meeting will establish whether AI translation is appropriate for the specific source, what portions of the text may be translated, which tool or tools may be used, how the translation will be checked, and how the use of AI will be documented.

Students may not use AI translation as a substitute for an accessible scholarly translation when one is available. Students must not represent an AI-generated translation as a definitive translation of a source. Any approved AI-assisted translation must be clearly identified and accompanied by the original-language text, the relevant prompt or process, the tool used, the date of use, and an explanation of how the student checked the translation.

Prohibited uses

Unless expressly authorized in writing by the professor, students may not use generative AI to:

- Write, rewrite, revise, paraphrase, summarize, or expand any part of a graded assignment.
- Generate the thesis, argument, interpretation, analysis, conclusion, or prose of a short paper, semester project, or presentation.
- Produce citations, footnotes, bibliography entries, quotations, or translations for submission without independent verification.
- Submit AI-generated prose, research, analysis, citations, bibliography entries, or translations as their own work.
- Replace assigned reading, close analysis of sources, independent research, or participation in class discussion.

Documentation and responsibility

When AI use is permitted, students must keep a record of the tool used, date of use, exact prompts, relevant output, and the specific way the output informed their research. Students should be prepared to provide this record to the professor with the final assignment submission.

For the semester project, include a brief **AI Use Statement** after the bibliography or in an appendix. If no AI was used, write: “No generative AI was used in the research or preparation of this project.” If AI was used, identify the tool, date(s), permitted purpose, and verification steps. The professor may require submission of all AI use records.

Students remain fully responsible for the accuracy, integrity, citation, and originality of all submitted work. Undocumented or unauthorized AI use may be treated as academic dishonesty under university policy.

Writing Lab

The ETAMU Writing Center 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

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). 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.

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.

COURSE OUTLINE / CALENDAR

Course Outline Calendar At-A-Glance

Week	Dates	Focus and readings	Major milestones
Course Launch	Fri., Aug. 21	Course introduction; syllabus; historical evidence; discussion expectations	Hello Notecard due in class
1	Aug. 24–28	Schrag, <i>The Princeton Guide to Historical Research</i> , Introduction–Ch. 3, pp. 1–64; historical questions, evidence, sources, Zotero	Zotero exercise begins; AI assignment introduced; begin considering a primary source

Week	Dates	Focus and readings	Major milestones
2	Aug. 31–Sept. 4	Scott, <i>Against the Grain</i> , Preface–Ch. 2, pp. ix–92; AI, historical claims, and early states	Generate and save AI response; begin fact-checking
3	Sept. 7–11	Scott, Chs. 3–5, pp. 93–182; Schrag, Ch. 4, pp. 65–97	Labor Day, Sept. 7—no class; AI assignment and Zotero exercise due Sept. 11; Short Paper 1 prompt released
4	Sept. 14–18	Scott, Chs. 6–7, pp. 183–256; Schrag, Chs. 5–6, pp. 103–151	Short Paper 1 and primary-source proposal due Sept. 18
5	Sept. 21–25	Hansen, <i>The Silk Road</i> , Introduction–Ch. 2; Schrag, Chs. 7–8, pp. 154–185	Sept. 25—no class; independent project work
6	Sept. 28–Oct. 2	Hansen, Chs. 3–5; Schrag, Ch. 10, pp. 208–226	Annotated bibliography or research update due Oct. 2; Short Paper 2 prompt released
7	Oct. 5–9	Hansen, Chs. 6–9 and conclusion; Schrag, Ch. 12, pp. 246–275	Short Paper 2 due Oct. 9
8	Oct. 12–16	Ramirez, <i>Femina</i> , Preface–Ch. 2	Research question and preliminary project outline due Oct. 16
9	Oct. 19–23	Ramirez, Chs. 3–5; Schrag, Ch. 13, pp. 276–310	Short Paper 3 prompt released
10	Oct. 26–30	Ramirez, Chs. 6–9; Schrag, Ch. 14, pp. 311–340	Short Paper 3 and project research-progress report due Oct. 30
11	Nov. 2–6	Dunn, <i>The Adventures of Ibn Battuta</i> , Preface, introduction, Chs. 1–4; Schrag, Ch. 15, pp. 341–376	Begin focused project draft section

Week	Dates	Focus and readings	Major milestones
12	Nov. 9–13	Dunn, Chs. 5–9; travel, faith, and connected worlds	Project draft section due Nov. 13; Short Paper 4 prompt released
13	Nov. 16–20	Dunn, Chs. 10–14; historical memory and travel narratives	Nov. 20—no class; independent project work; Short Paper 4 and presentation title/visual plan due Nov. 20
14	Nov. 23–27	Thanksgiving break and semester-project work	Nov. 23: independent work/optional conferences; Nov. 25–27—no class; presentation sign-up
15	Nov. 30–Dec. 4	Course synthesis: connections, evidence, scale, and historical storytelling	Student presentations, Round 1; presentation materials and speaking notes due on presentation date
16	Dec. 7–11	Final projects, presentations, and course reflection	Final semester project due in D2L Dec. 7; final course meeting/presentations Dec. 11, 10:30 a.m.–12:30 p.m.; Goodbye Notecard due Dec. 11

Course Launch: Friday, August 21

Course Introduction: What Is World History?

- Welcome, introductions, and course overview
- Review syllabus, texts, expectations, grading, and the semester project
- Discuss historical evidence and the structure of a discussion-based course

Due: Hello Notecard in class; obtain course books, review the syllabus, and confirm D2L access.

Week 1: August 24, 26, 28

Historical Questions, Evidence, and Research

Reading

- Zachary M. Schrag, *The Princeton Guide to Historical Research*, Introduction and Chapters 1–3, pp. 1–64

Plan

- Monday: Historical questions, evidence, argument, and interpretation
- Wednesday: Finding and evaluating sources; authority, evidence, and citation
- Friday: Zotero and Turabian demonstration; introduction to the semester project

Due / To do

- Begin Zotero Citation Exercise
- AI, Evidence, and Historical Judgment assignment introduced
- Begin considering a primary source for the semester project

Week 2: August 31, September 2, 4

AI, Evidence, and Historical Judgment / Early States

Reading

- James C. Scott, *Against the Grain*, Preface–Chapter 2, pp. ix–92

Plan

- Monday: Generative AI as a historical problem—prompts, claims, evidence, citations, and verification
- Wednesday: Scott, Preface and Chapters 1–2
- Friday: Grain, settlement, state formation, and the limits of simple origin stories

Due / To do

- Generate and save an AI response for the AI assignment
- Begin fact-checking at least five AI-generated historical claims
- Continue Zotero Citation Exercise

Week 3: September 7, 9, 11

The Earliest States

Reading

- Scott, Chapters 3–5, pp. 93–182
- Schrag, Chapter 4, “Research Design,” pp. 65–97

Plan

- Monday, September 7: **Labor Day—no class**
- Wednesday: Scott, Chapters 3–4
- Friday: Scott, Chapter 5; research design and project proposals

Due

- AI, Evidence, and Historical Judgment: Friday, September 11
- Zotero Citation Exercise: Friday, September 11
- Short Paper 1 prompt released

Week 4: September 14, 16, 18

The Earliest States: Power, Collapse, and Escape

Reading

- Scott, Chapters 6–7, pp. 183–256; skim notes and bibliography
- Schrag, Chapters 5–6, pp. 103–151

Plan

- Monday: Scott, Chapter 6
- Wednesday: Scott, Chapter 7
- Friday: Course-text synthesis; sources and historical argument

Due

- Short Paper 1: Friday, September 18
- Semester-project primary-source proposal: Friday, September 18

Week 5: September 21, 23, 25

The Silk Roads: Networks, Movement, and Exchange

Reading

- Valerie Hansen, *The Silk Road: A New History*, Introduction and Chapters 1–2
- Schrag, Chapters 7–8, pp. 154–185

Plan

- Monday: What were the Silk Roads?

- Wednesday: Sources, trade, religion, and cross-cultural contact
- Friday, September 25: **No class—independent semester-project work**

Due / To do

- Continue semester-project research
- Continue reading Hansen
- Consult with the instructor as needed about primary-source selection

Week 6: September 28, 30, October 2

The Silk Roads: Communities and Connections

Reading

- Hansen, Chapters 3–5
- Schrag, Chapter 10, pp. 208–226

Plan

- Monday: Reading the Dunhuang documents
- Wednesday: Communities, religion, law, and exchange
- Friday: How local evidence changes global history

Due

- Semester-project annotated bibliography or research update: Friday, October 2
- Short Paper 2 prompt released

Week 7: October 5, 7, 9

The Silk Roads: Rethinking Globalization

Reading

- Hansen, Chapters 6–9 and conclusion
- Schrag, Chapter 12, pp. 246–275

Plan

- Monday: Trade and its limits
- Wednesday: The myth of a single Silk Road
- Friday: Course-text synthesis and short-paper workshop

Due

- Short Paper 2: Friday, October 9

Week 8: October 12, 14, 16

Rethinking the Middle Ages

Reading

- Janina Ramirez, *Femina*, Preface–Chapter 2

Plan

- Monday: Who gets left out of historical narratives?
- Wednesday: Ramirez, introduction and Chapter 1
- Friday: Ramirez, Chapter 2; hidden populations, archives, and historical recovery

Due

- Semester-project research question and preliminary outline: Friday, October 16

Week 9: October 19, 21, 23

Medieval Lives and Historical Silences

Reading

- Ramirez, Chapters 3–5
- Schrag, Chapter 13, pp. 276–310

Plan

- Monday: Chapter 3
- Wednesday: Chapter 4
- Friday: Chapter 5; evidence, absence, and interpretation

Due / To do

- Short Paper 3 prompt released
 - Continue project research and writing
-

Week 10: October 26, 28, 30

Medieval Worlds Reconsidered

Reading

- Ramirez, Chapters 6–9; review endnotes and bibliography selectively
- Schrag, Chapter 14, pp. 311–340

Plan

- Monday: Chapters 6–7
- Wednesday: Chapters 8–9
- Friday: What does *Femina* change about the Middle Ages?

Due

- Short Paper 3: Friday, October 30
- Semester-project research-progress report: Friday, October 30

Week 11: November 2, 4, 6

Ibn Battuta and the Medieval World

Reading

- Ross E. Dunn, *The Adventures of Ibn Battuta*, Preface, introduction, and Chapters 1–4
- Schrag, Chapter 15, pp. 341–376

Plan

- Monday: Ibn Battuta, travel writing, and historical context
- Wednesday: North Africa, the Mediterranean, and the Islamic world
- Friday: What travel narratives reveal—and conceal

Due / To do

- Begin drafting a focused section of the semester project

Week 12: November 9, 11, 13

Travel, Faith, and Connected Worlds

Reading

- Dunn, Chapters 5–9

Plan

- Monday: Travel, trade, pilgrimage, and knowledge
- Wednesday: Ibn Battuta's encounters across Africa and Eurasia
- Friday: Comparing travel narratives, evidence, and historical perspective

Due

- Semester-project draft section: Friday, November 13
- Short Paper 4 prompt released

Week 13: November 16, 18, 20

Ibn Battuta's World and Historical Memory

Reading

- Dunn, Chapters 10–14

Plan

- Monday: Travel, empire, and cultural encounter
- Wednesday: Writing a life from travel accounts
- Friday, November 20: **No class—independent semester-project work**

Due

- Short Paper 4: Friday, November 20
- Presentation title and visual plan: Friday, November 20

Week 14: November 23, 25, 27

Thanksgiving Break and Project Work

- Monday, November 23: Independent semester-project work; optional individual conferences by arrangement
- Wednesday–Friday, November 25–27: **Thanksgiving Break—no class**

To do

- Continue drafting, revising, and preparing presentation materials
- Sign up for a presentation date

Week 15: November 30, December 2, 4

Making World History

Reading

- Review course notes, prior readings, and research materials

Plan

- Monday: What does it mean to write world history?
- Wednesday: Course synthesis—connections, evidence, scale, and historical storytelling
- Friday: Student presentations, Round 1

Due

- Presentation materials and prepared speaking notes on the presentation date

Week 16: December 7, 9, 11

Student Presentations and Course Reflection

Plan

- Monday: Final-project submission and presentation preparation; no regular meeting
- Wednesday: Presentation preparation; no regular meeting
- Friday, December 11, 10:30 a.m.–12:30 p.m.: Final course meeting; remaining student presentations and course reflection

Due

- Final semester project in D2L: **Monday, December 7, by 11:59 p.m.; maximum extension – 2 days**
- Goodbye Notecard: Friday, December 11
- Remaining presentation materials and speaking notes: on the presentation date