

Section A

MWF 8:00-8:50

Rasmussen Ctr. 103

...

Dr. Kevin Gannon

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 @TheTattooedProf

...

Office Hours:

TTh 9:30-11:00

@Einstein's in the
Library

(or by appointment)

HISTORY DEPARTMENT CREDO:

All History Department courses aim to develop the following skills for students:

I. Life-Long Learning, Excitement, Desire to Learn More

II. Thinking Like an Historian:

- * *Understanding causation*
- * *Seeing the Past and present as a continuum*
- * *Fostering Global awareness and empathy for the Other*
- * *Constructing and critically approaching narratives.*

III. Proficiency in Documentation and Research

HIST 104 · The Medieval World

Grand View University

Fall, 2014

Course Goals

Welcome to HIST 104! These course goals are in place to ensure that it will be a *significant learning experience* for you. In the following areas, this course will help you:

Foundational Knowledge:

- understand and remember key themes, events, and people from this period of global history.

Application:

- develop the critical thinking skills necessary to meaningfully analyze historical material and arguments.
- achieve proficiency in academic writing by completing regular short writing assignments, written exams, and essays.
- develop the skills and aptitudes to be an important member of a successful team.

Integration:

- discern and discuss thematic connections that rise out of our course material (and, ideally, connections between this course's material and other subjects).
- be able to understand and appreciate the ways in which medieval history has shaped today's world events.

Human Dimension:

- develop an appreciation and empathy for contexts, peoples, and perspectives different from your own.
- gain confidence in your academic abilities, and develop the teamwork, focus, and time management skills necessary to successfully complete assignments in this course.

Caring:

- value, and understand the importance of, the acquisition of historical knowledge and the maintenance of historical literacy.

Learning How to Learn:

- develop competency in, and an understanding of, the skills necessary for success in this course—and be able to discern why those skills are necessary.
- articulate how you will use the knowledge and skills acquired in this course in your future academic endeavors.

Course Description (from GV Catalog)

This course is an exploration of medieval global societies across several continents in a timespan that may include from the collapse of Rome through the Renaissance and Reformation. Medieval writings will be examined. Core outcomes met: CI, GA, IL.

HIST 104 · The Medieval World



Depiction of a Knight being armed by his patron

GV Core Curriculum Outcomes

HIST 104 satisfies several requirements within Grand View's Core Curriculum. This course is in the Core Domain "Questions of Faith and Meaning." We will explore how people in the medieval world grappled with such issues as the meaning of life, humanity, divinity, transcendence, morality, law or justice; and we'll examine cultural expressions of faith and ideas through events, literature, art, architecture, formation of government, daily life and other social structures.

Additionally, this course iterates three of GV's Core Outcomes:

1. Critical Inquiry (CI): The course includes coursework that requires you to:

- Identify primary issues and associated complexities in the subject matter.
- Develop a question or problem and investigate the issues, sources, and evidence
- Integrate perspectives and information into a solution or argument
- Utilize synthesized solution or argument to respond to the original question or problem

2. Information Literacy (IL): The course includes coursework that requires you to:

- Define a question, thesis, or problem to investigate
- Access relevant information
- Critically analyze information, visuals and sources
- Distinguishes between sources
- Synthesize and communicate information
- Manage information ethically and legally

3. Global Awareness (GA): The course includes assignments and activities that require you to:

- Engage diverse perspectives to gain a more complex understanding of the human experience.
- Understand that his/her own views are not inherently privileged and value understanding the views of others
- Understand how identity and beliefs are shaped by social forces
- Interact with a diverse array of views in ways that foster understanding and self-awareness



The Battle of Hattin (1187) from an unknown manuscript

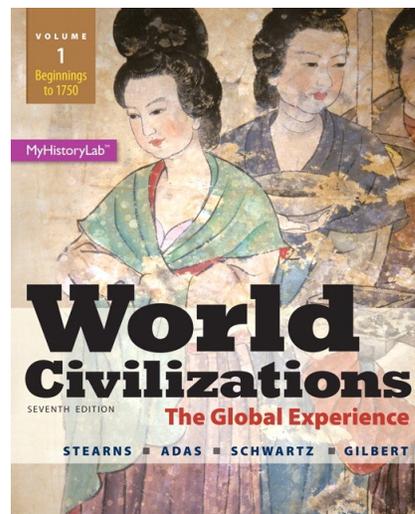
Course Materials

The following materials are required, and available at the GV Bookstore:

Stearns, Adas, Schwartz, and Gilbert, **World Civilizations: The Global Experience**, 7th ed., Volume One with MyHistoryLab Access (Pearson, 2015).

MyHistoryLab website [access code is included with your textbook— BUT you need to make sure that you purchase the book at the GV Bookstore to get this website access. You will need it!]

Ruth W. Dunnell, **Chinggis Khan: World Conqueror**. Library of World Biography (Pearson Longman, 2010).



Fall, 2014

Course Philosophy and Structure

In this course, we will use *Team-Based Learning (TBL)* as our primary methodology. I think TBL is a great way for us to journey through this course together, plus it's a highly effective method of instruction (and there's a lot of research to back this up). Moreover, one of the traits most valued by employers is the ability for you to work well as a member of a team—you'll gain valuable experience this semester to develop that skill.

TBL **is not the same as "group work"**, such as you might have experienced in the past. So if you've done group work before, and it's been frustrating/lame/a waste of time, be assured that this is different! Here are some of the most important advantages that Team-Based Learning has compared to typically-assigned, regular group work:

1. **It doesn't suck.**
2. **Teams are structured, and work is assessed, so that individual members can't "freeload" off of the others. Everyone is accountable, and assessment fairly reflects your efforts.**
3. **We'll use the team-based system throughout the entire semester; teams will remain the same, giving you them the chance to gain cohesion and become consistently successful.**
4. **Team activities will occur *in class*; you will not have to meet as a group outside of class (unless you want to!), so don't worry about having to juggle schedules and find common times: our class time is the common time.**
5. **This system will enable us to do really cool things during our time together, interact with the material in more interesting ways, and you'll get a lot more out of this class than you would if I just lectured at you.**
6. **Worth repeating: It doesn't suck.**

Now...in order for you to maximize all of these advantages of TBL, you will need to commit to doing the following:

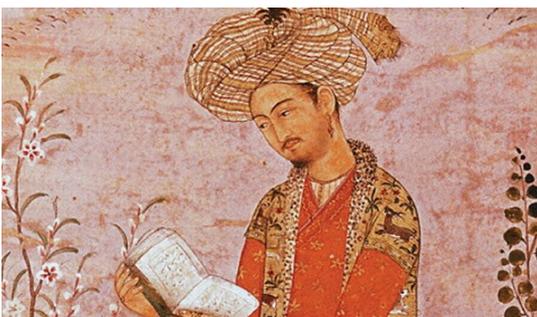
You must attend class. Your team will be depending on you to contribute, which you can't do if you're not here.

You must do the assigned out-of-class work (reading, videos, other course material) and have it completed by class time; you will need that material for you and your team to successfully complete graded course activities.

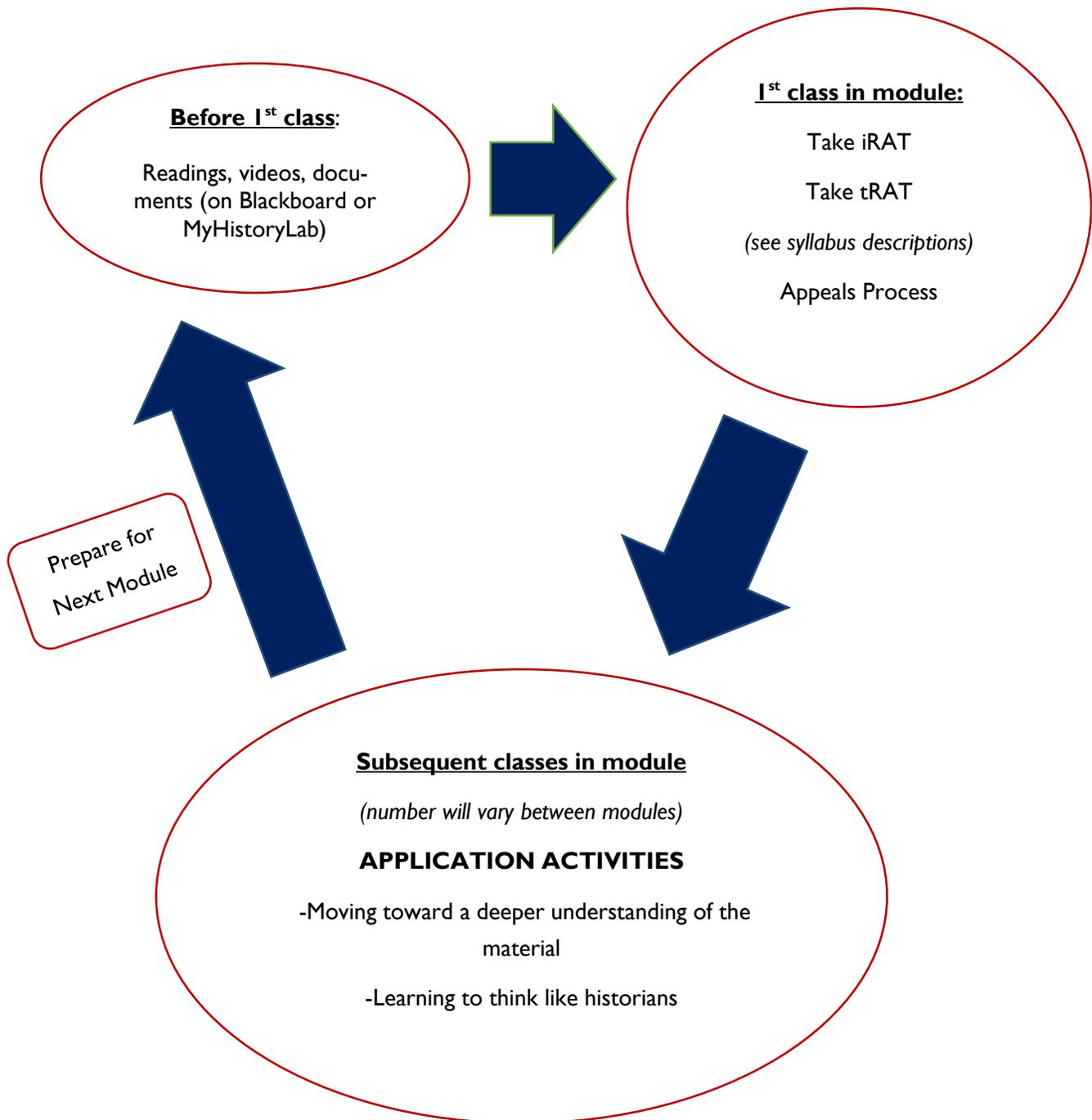
You must, as a team, establish expectations about how you will work with one another, and handle any issues or disagreements in a professional and collegial manner; Be patient with yourself and your teammates, as it may take a few weeks for your team to "gel" and become fully effective.

Team and Class Structure:

During the first week of class, I will divide you into teams of 5-6 members. You will remain in those teams for the entire semester, and grades for your team activities will count for a portion—but not all—of your overall course grade. The course is divided into **modules**, and we will move through them as described in the image on the next page →



Sample Course Module



Individual Assignments:

- Midterm and Final Examinations
- Synthesis Paper

(See the “Assignment Descriptions” section of the course syllabus for more detail.)

HIST 104 · The Medieval World

Assignments & Grading



How professors calculated grades before Blackboard

Grading Scale

(Based upon percentage of points earned out of total possible points at the end of the semester.)

90-100%	A
80-89%	B
70-79%	C
60-69%	D
< 60%	F



St. Catherine converting the sinners, Flemish, ca. 1480

- I. At the beginning of each module (see the course calendar for modules and dates), you will individually complete a brief, 10-question “Individual Readiness Assessment Test” (**iRAT**) that will assess your understanding and retention of the assigned reading material. **Each iRAT is worth 30 points.**
- II. Immediately after taking the iRAT, you will take the same test with your team; this is called the “Team Readiness Assessment Test,” or **tRAT**. Your team will answer the questions on a special scratch-off answer sheet that will immediately reveal whether or not your answers are correct. If your team doesn’t select the correct answer on the first try, you may try again until you do. Correct answers are worth 3 points if you get them on the first try, 2 points on the second try, and one point for the third try. **Each tRAT is worth 30 points.**
- III. If your team had an answer that was scored “incorrect,” but you don’t think it was wrong, your team may submit an appeal. Occasionally, questions may have been vaguely-phrased, or there is a disagreement between the reading and the RATs, which is why the appeals process is in place. The appeal must be in writing, with all team members signing it (appeal sheets are in the team folders I will have in class). An appeal must be submitted by 5 PM the day of the tRAT in order to be considered. If your appeal is granted, your team’s score on the tRAT will be adjusted accordingly. *Only teams who submit appeals have this opportunity.*
- IV. The **Application Exercises** will be assessed on the team level; each member will receive the same score. There will also be periodic self- and team assessments, where you will be asked to evaluate both your contributions to the team and those of your teammates as well. I reserve the right to make adjustments to the Application Exercise scores in case of unusual circumstances that might arise from these evaluations. It should be noted that if this becomes necessary, that is a problem; team members should be acting professionally, and being accountable to one another. **Each Application Exercise is worth 30 points.**
- V. Once at midterm, and again at the end of the semester, we will conduct a formal **Peer Evaluation**, where you will be given 100 points to distribute among your team members by considering such questions as: are they coming to class prepared? Are they contributing to the team’s success? Are they pulling their weight in the Applications? Are they respectful of other’s ideas and input? You will each have your scores added together, and the resulting total will be your first and second-half Peer Scores. **(100 points x 2)**
- VI. You will complete, individually, a **midterm** and **final examination**. Each exam will be the same format (short-answer and essay). Study and review materials will be available well in advance of each examination. **Each exam is worth 100 points.**
- VII. Finally, you will (again, individually) write a **Synthesis Essay** that uses course material and selected primary sources to draw larger conclusions about specific course topics (you will be able to choose from several different prompts). This essay will help you demonstrate the ability to think like a historian—to critically analyze sources, to construct and defend an argument with the appropriate evidence, to carry out an informed discussion of different peoples and cultures, and to document and cite the material with which you work. **The Synthesis Essay is worth 150 points.**

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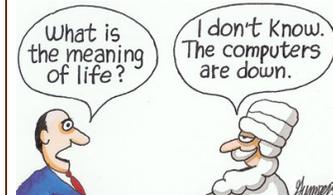
Some Notes Regarding Technology

University E-Mail Account

It is essential that all students check their Grand View University e-mail account or set their account to forward to a preferred e-mail address. Students may set-up an e-mail auto forward from the myView web site (myView > Campus Life > Technology Resources > myView Mail > myView Mail Forwarding).

Netiquette (from 'Internet etiquette')

"Netiquette" refers to the standards for appropriate interaction in an online environment. Students are expected to display proper netiquette in their communications with their teacher and with other students. This includes using proper written English, being polite, by disagreeing agreeably when necessary, including your name and other necessary identifiers on any communication. If an email or discussion post ever concerns you, please notify the instructor right away in a private manner.



Use of Blackboard and MyGrades

The MyGrades tool of Blackboard is intended to be a communication tool and to facilitate information sharing between instructors and students. The grades and feedback posted on MyGrades are not to be interpreted as the final grade submitted by the instructor. Discrepancies and mistakes can be made in using and interpreting the technology – by both student and instructor. Refer to the grade policy in the syllabus for a full understanding of how your grade is calculated. Students will find their final grade on myView > myTools > Academic Profile > Grades by Term.



MyHistoryLab: This website was created to accompany your textbook and has a great array of materials and resources that we will utilize frequently in this course. The setup is a lot like Blackboard, but your login code is in the access card bundled with your textbook. Using this code, you'll create an account, and then have access to all of the resources on the site. Once you've created your account, explore the site—try out the various features and get comfortable with them. The course schedule, below, will note the various MyHistoryLab components that we will use for various class sessions.

Important: When you register for MyHistoryLab, the system will ask if you want to "join a class." You will want to do so—when prompted, enter this class code: **gannon40983**

Accommodation

Grand View University prohibits unlawful discrimination and encourages full participation by all students within the university community. When a student requires any instructional or other accommodation to optimize participation and/or performance in this course, it is the responsibility of the student to contact both the instructor and the Associate Director of Student Success: Academic Support and Disability Services and apply for any requested accommodation. The associate director is [Ms. Joy Brandt](#) and she can be reached at 515/263-2971.

Class Attendance

Students are responsible for adhering to the attendance policies as expressed by the instructor/department. Furthermore, the Federal Government requires that students receiving financial aid attend classes. Students, who are identified by the instructor as not attending classes, will be reported. Students who fail to return to classes may lose all or a portion of their financial aid.

Classroom Conduct

Students should conduct themselves as responsible members of the University community respecting the rights of others. Any student behavior interfering with the professor's ability to teach and/or the student's ability to learn constitutes a violation of the Code of Student Conduct found in the Grand View Catalog. The professor may ask the student to leave the classroom and that student will be subject to disciplinary sanctions.

Grand View University's Policies on Academic Responsibilities:

In accordance with its mission statement, Grand View University is dedicated to the development of the whole person, and committed to truth, excellence, and ethical values. The University strives to promote appreciation of the dignity and worth of each individual and open interaction among students, faculty and staff. Personal integrity and academic honesty are essential to building a campus of trust. Thus, honesty in all aspects of the college experience is the responsibility of each student, faculty, and staff member. This is reflected in the Grand View University Code of Integrity which states: **"As a member of the Grand View University community, and in accordance with the mission of the university and its Lutheran identity, I agree to appreciate and respect the dignity and worth of each individual. I will honor and promote a community of open interaction, personal integrity, active and intellectual engagement, and academic honesty with students, faculty and staff."**

The following list describes various ways in which the principles of academic honesty/integrity can be violated. This list is not exhaustive; see the Student Handbook for a complete list.

Plagiarism: The use of another's ideas, words, or results and presenting them as one's own. To avoid plagiarism, students are expected to use proper methods of documentation and acknowledgement according to the accepted format for the particular discipline or as required by the faculty in a course.

Cheating: The use or attempted use of unauthorized materials, information, notes, study aids, or other devices in any academic exercise. Cheating also includes submitting papers, research results and reports, analyses, etc. as one's own work when they were, in fact, prepared by others.

Fabrication and Falsification: The invention or falsification of sources, citations, data, or results, and recording or reporting them in any academic exercise.

Facilitation of Dishonesty: Facilitation of dishonesty is knowingly or negligently allowing one's work to be used by another student without prior approval of the instructor or otherwise aiding another in committing violations of academic integrity. A student who facilitates a violation of academic honesty/integrity can be considered as responsible as the student who receives the impermissible assistance, even if the facilitator does not benefit personally from the violations.

Academic Interference: Academic interference is deliberately impeding the academic progress of another student.

Procedure for an Incident of Academic Dishonesty

Any incident of academic dishonesty requires action by both the student and the instructor directly involved, and the submission of an Academic Dishonesty Report to the Office of the College Deans. If the instructor is unsure how to proceed, she/he may consult with the Student Academic Life Committee at any point in the process.

The faculty member must also provide the student with a copy of the Academic Dishonesty Report. The report form should identify the following series of consequences:

If it is the student's first incident of academic dishonesty:

The instructor can impose a range of sanctions from the following, depending upon the nature of and degree of seriousness of the incident:

A warning with opportunity to rectify the violation

A failing grade for the academic exercise with no opportunity to rectify the violation

A failing grade for the course

The student will receive a letter from the Provost and Vice President for Academic Affairs about the incident, the University's expectations regarding academic honesty/integrity, and future possible consequences should the student commit another act of academic dishonesty during their enrollment at Grand View. Copies of the letter will be sent to the student's academic advisor, the instructor, and the registrar.

Following a second incident of academic dishonesty, the student minimally will fail the course and be placed on academic dishonesty probation. Upon receiving notification from the instructor of a violation, and determining that it is a second violation, the Provost and Vice President for Academic Affairs must notify the student about the incident. This letter will inform the student of her/his failing grade and placement on probation. Copies of the letter will be sent to the student's academic advisor, the instructor, and the registrar.

When a student is reported for a third incident of academic dishonesty, the student will fail the course and will be suspended from the University, and the suspension for academic dishonesty will be noted on the student's transcript. Upon receiving notification from the instructor of a violation, and determining that it is a third violation, the Provost and Vice President for Academic Affairs must notify the student about the incident. This letter will inform the student of her/his failing grade and suspension. Copies of the letter will be sent to the student's academic advisor, the instructor, and the registrar. Should the student appeal the decision, he/she will be allowed to complete the term during which the appeal is heard; if upheld, the suspension will occur during the regular term following the appeal.

Students suspended for Academic Dishonesty must follow the same procedures for readmission as those listed for students who have been academically suspended—with the exception that they will not be required to enroll elsewhere during their suspension.

When a student has returned to Grand View after being suspended for a third violation and is subsequently reported for a fourth incident of academic dishonesty, the student will fail the course and will be suspended immediately from the University, and the suspension for academic dishonesty will be noted on the student's transcript. The suspension will remain in force during the appeal process; if the suspension is upheld, the student will be expelled from the University.

Fall, 2014

Other Grand View Policies to Know

Appeal of Final Course Grade or Faculty Member's Final Academic Disciplinary Action

Students who wish to appeal a final course grade or other academic disciplinary action of an instructor must complete at least section I.A. of the Academic Appeal Form on-line within fourteen calendar days after the published due date for the final grade submission of the academic term in which the issue of disagreement occurred. Visit site below to complete first part of the form.

<https://secure/grandview.edu/gradeappealform.html> This form must be submitted electronically to the Office of the Provost. Nursing Students appealing a grade in a nursing course must follow the Nursing Division procedures.

Assignment of Credit Hours

With successful completion of this course, Grand View University will award you a specified number of credit hours on your transcript. Our accrediting body, the Higher Learning Commission, as

well as the US Department of Education have standards in the definition of what counts as a credit hour (see GV Catalog for a full definition) so that students receive the full educational experience we claim. This course will involve face-to-face class time and outside learning activities to fulfill credits awarded.

IDEA Student Ratings of Instruction

Grand View is interested in knowing how learners experience the classroom environment.

To that end, all students will be asked to participate in the IDEA survey of student ratings of instruction system at the end of each fall and spring term. IDEA is also administered in some summer classes. Students are asked to provide honest and thoughtful feedback to their instructor through the IDEA process. All student responses are confidential and are not provided to the instructor until after grades are submitted.



*The Mongol Invasion of Japan (13th c.),
mural by Moko Shurai Ekotoba*



Antoine Verard, Charlemagne and Pope Adrian I

COURSE SCHEDULE & ASSIGNMENTS

August 2014

MON	TUE	WED	THU	FRI
<p>25</p> <p>Introducing the Course and one another.</p> <p>What is Team-Based Learning?</p>	<p>26</p>	<p>27</p> <p>Thinking Historically</p> <p>Read Backman, “Why the Middle Ages Matter” [Bb]</p> <p>Practice iRAT</p> <p>Watch: “Trials & Triumphs in Rome: Christianity in the 3rd & 4th Centuries.” [Bb]</p>	<p>28</p> <p><i>Note: Tomorrow (8/29) is the last day to drop a class without a “W”</i></p>	<p>29</p> <p>Team Assignments and Set-Up</p> <p>Q&A</p> <p>Preparation for the rest of the course</p> <p>Before 9/3, Watch: “The Fall of the Roman Empire” [MHL]</p>

September 2014

MON	TUE	WED	THU	FRI
<p>1</p> <p>NO CLASS—LABOR DAY</p> <p>Module 1: The End of the “Classical World”</p>	<p>2</p>	<p>3</p> <p>Stearns, Ch. 10.</p> <p>iRAT 1</p> <p>tRAT 1</p>	<p>4</p>	<p>5</p> <p>Sidonius Appollinaris, Rome’s Decay*</p> <p>Eusebius of Caesarea, from <i>Life of Constantine</i>*</p> <p>APPLICATION: The “Fall of Rome”</p>
<p>8</p> <p>Watch: “Buddhism: The Great Wheel of Being” [Bb]</p> <p>Closer Look: A 7th C. Buddhist Pilgrim*</p> <p>APPLICATION: Buddhism & Christianity</p>	<p>9</p>	<p>10</p> <p>Module 2: The Rise of Islam</p> <p>Stearns, Intro. to Part 3; Ch. 11</p> <p>iRAT 2</p> <p>tRAT 2</p>	<p>11</p>	<p>12</p> <p>Excerpts from The Holy Qur’an*; Al-Tabari & Ibn Hisham, from “The Founding of the Caliphate”*</p> <p>APPLICATION: The Monotheistic Religions</p>

ITEMS MARKED WITH AN ASTERISK (*) ARE AVAILABLE ON MYHISTORYLAB—SEE YOUR ASSIGNMENT CALENDAR

September/October 2014

MON	TUE	WED	THU	FRI
<p>15</p> <p>Watch: "Islam and Empire" & "Baghdad During the Abbasid Dynasty" [Bb]</p> <p>APPLICATION: the Spread of Islam</p>	<p>16</p>	<p>17</p> <p>APPLICATION: Islam and the Idea of "Civilization"</p>	<p>18</p>	<p>19</p> <p>Module 3: Islam on the World Stage</p> <p>Stearns, Ch. 12</p> <p>Video: "Islamic Civilization Becomes an Empire"*</p> <p>iRAT 3</p> <p>tRAT 3</p>
<p>22</p> <p>Watch: "Crusades" Christianity—A History" [Bb]</p> <p>Read Beha-ed-Din, "A Muslim View of the Crusades"*</p> <p>APPLICATION: Holy War</p>	<p>23</p>	<p>24</p> <p>Watch: "Journeys into Islamic India" and "Journeys into Islamic Southeast Asia" [Bb]</p> <p>APPLICATION: Globalization and History</p>	<p>25</p>	<p>26</p> <p>Module 4: Medieval Africa</p> <p>Stearns, Ch. 13; Video: "Arrival of Islam in North Africa"*</p> <p>iRAT 4</p> <p>tRAT 4</p>
<p>29</p> <p>APPLICATION: A Historical Comparison of African States</p>	<p>30</p>	<p>Oct. 1</p> <p>Module 5: Byzantium</p> <p>Stearns, Ch. 14; Video, "The Split Between E. and W. Christianity."*</p> <p>iRAT 5</p> <p>tRAT 5</p>		<p>3</p> <p>Watch: "Byzantium: From Splendor to Ruin" [Bb]</p> <p>APPLICATION: Byzantium and the World</p>
<p>6</p> <p>Watch: "Orthodoxy: From Empire to Empire" [Bb]</p> <p>Closer Look: The Baptism of Vladimir*</p> <p>APPLICATION: Comparing Christianities</p>	<p>7</p>	<p>8</p> <p>Module 6: Medieval Europe</p> <p>Stearns, Ch. 15; Video, "Charlemagne & the Carolingian Renaissance."*</p> <p>iRAT 6</p> <p>tRAT 6</p>	<p>9</p>	<p>10</p> <p>NO CLASS—FALL BREAK</p>

October 2014

MON	TUE	WED	THU	FRI
<p>13</p> <p>Watch: "The Dark Ages" [Bb]</p> <p>APPLICATION: How Dark were the "Dark Ages?"</p>	<p>14</p>	<p>15</p> <p>Abelard Confronts Bernard of Clairvaux*; Fulbert of Chartres, "Mutual Duties of Vassals and Lords"*; The Magna Carta*</p> <p>Watch: "The Feudal System" [Bb]</p> <p>APPLICATION: Was there a Feudal Society in the Middle Ages?</p>	<p>16</p>	<p>17</p> <p><u>MIDTERM EXAM</u></p> <p>(Take-Home Assignment: Individual & Team Assessments)</p>
<p>20</p> <p><u>Module 7: Medieval America</u></p> <p>Stearns, Ch. 16</p> <p>iRAT 7</p> <p>tRAT 7</p>	<p>21</p>	<p>22</p> <p>Excerpt from Charles Mann, <i>1491</i>.</p> <p>APPLICATION: Do "Civilized Peoples" Practice Human Sacrifice?</p>	<p>23</p> <p><i>Note: Tomorrow (10/24) is the last day to drop a class with a "W" grade.</i></p>	<p>24</p> <p>APPLICATION: Comparing "Civilizations," Again.</p>
<p>27</p> <p><u>Module 8: Tang & Song China</u></p> <p>Stearns, Ch. 17; Video, "Chinese Commercial Innovations"*</p> <p>iRAT 8</p> <p>tRAT 8</p>	<p>28</p>	<p>29</p> <p>Tai Daizong, <i>The Art of Government</i>* Essay Question from Imperial Examination*</p> <p>APPLICATION: Why Scholars Rule</p>	<p>30</p>	<p>31</p> <p>Watch: "War of the Words: Divine Women" [Bb]</p> <p>APPLICATION: Gender, Religion, and Power</p>

November 2014

MON	TUE	WED	THU	FRI
<p>3</p> <p>Module 9: The Sphere of Chinese Civilization</p> <p>Stearns, Ch. 18; Video, "The Rise of Japan's Provincial Warrior Elite"*</p> <p>iRAT 9</p> <p>tRAT 9</p>	<p>4</p>	<p>5</p> <p>Watch: "Buddha in the Land of the Kami" [Bb].</p> <p>APPLICATION: Japan and Religious Syncretism</p>	<p>6</p>	<p>7</p> <p>Watch: Glories of Angkor Wat" [Bb]</p> <p>APPLICATION: How do We Represent the Past?</p>
<p>10</p> <p>Module 10: Chinggis Khan Remakes the World</p> <p>Dunnell, pp. 1-72.</p> <p>iRAT 10</p> <p>tRAT 10</p>	<p>11</p>	<p>12</p> <p>Finish Dunnell.</p> <p>Stearns, Ch. 19.1 Closer Look, "Mongols and Trade on the Silk Roads"*</p> <p>APPLICATION: The Sources of Mongol</p>	<p>13</p>	<p>14</p> <p>Stearns, Ch 19.2 and 19.3.</p> <p>Marco Polo on China under Mongol Rule*</p> <p>APPLICATION: Nomads in the Medieval World</p>
<p>17</p> <p>Module 11: From "Medieval" to "Modern"</p> <p>Stearns, Ch. 20</p> <p>iRAT 11</p> <p>tRAT 12</p>	<p>18</p>	<p>19</p> <p>Watch: "Voyage of the Dragon King" [Bb]</p> <p>Map of Zheng He's Voyages*</p> <p>APPLICATION: What If? China and the World</p>	<p>20</p>	<p>21</p> <p>Henry Knighton, "The Black Death"*</p> <p>Video, "Italy: Cradle of the Renaissance"*</p> <p>APPLICATION: The Fall and Rise of the West</p>
<p>24</p> <p>No Class</p>	<p>25</p> <p>Thanksgiving</p>	<p>26</p> <p>Break</p>	<p>27</p>	<p>28</p>

December 2014

MON	TUE	WED	THU	FRI
1 What is “Western Civilization?” Readings on the Western Civ. Debate [Bb]	2	3 How Medieval is Our World? Debate and Decision	4	5 Individual & Team Assessments Wrap-Up and Review <u>SYNTHESIS PAPERS DUE ON BLACKBOARD</u>
8	9	10 <u>FINAL EXAM</u> <u>8:00-9:50</u> <u>RASM 103</u>	11	12