

World History Syllabus

History 102 Middle Ages

Winter 2017

Instructor: Sondra Ricar, Ph.D.

E-mail: Sondra.ricar@bellevuecollege.edu, instructorsondra@gmail.com I will only reply to emails from a Bellevue College address, in compliance with college policy.

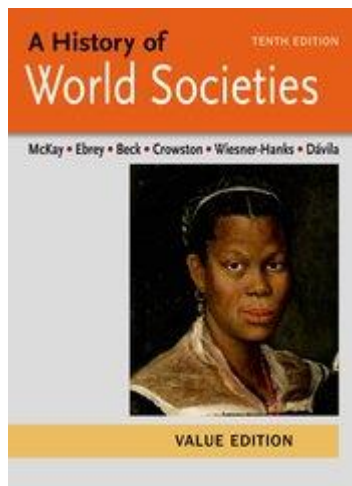
Phone: none

Office location: online via GoToMeeting.com

Office Hours: Since this is an online class, and I live in California, I have no on-campus office hours. Once the class begins, if you email me, I will get back to you within 24 hours, usually less. I will have office hours for several colleges in GoToMeeting.com on Mondays from 9 to 10:30 am if you wish to actually speak about an issue. Keep in mind that GoToMeeting will be open to many students so there may be privacy issues. If necessary, we can set up a time for me to contact you privately via Skype.

Textbook

The textbook is required. While this is not the best book available, it is a good book and affordable. I chose it because of the Value Edition, which is substantially less expensive than the other editions. We will not be using the entire book but, the volume that solely covers the material in this course actually costs more than the book I have assigned. You are free to purchase the book used or rent it.



McKay, A History of World Societies, Value Edition, Tenth Edition,
ISBN-10: 1-4576-8526-4; ISBN-13: 978-1-4576-8526-2

Course Information

History 102 surveys world civilization from about 500 AD to 1815 (Napoleon's defeat). Topics include the fall of Rome, the rise of Christianity and Islam, medieval institutions, the Renaissance, the rise of science, the age of exploration, and the development of the nation-state. There is obviously a great deal of information in this course. We will focus on “big picture” issues rather than small details. Do I care if you know the year Muhammed died? Not at all. I care that you understand what his death meant for Islam and the world. Likewise, I would prefer you understood the effects and reasons for feudalism in the west or centralized government in China than specific dates of regimes. My goal is for you to have a better understanding of the various cultures in our world and why they have developed the way they did, why they value attributes different from those in the United States. Above all, I do not use this course to tell you what to believe or what is “correct” when it comes to the development of nations and cultures. My job is to challenge you to think about issues that are common to people and communities throughout the world.

This course may be used as social science or humanities credit, not both, at Bellevue College.

Meeting Times

While this is an online class, best practices are that we transition to making these classes as similar to face-to-face classes as possible. Thus, you have a discussion post due by midnight Wednesday each week. The remainder of your work for that week is due no later than midnight Sunday. As this is an online class you can access it from anywhere that has connectivity. There is an impression among some students that they can wait until the end of the week or even the end of the term to do all the work. That is not acceptable. You must attend class each week. I do not give points for attendance nor do I drop people for non-attendance. You are assuming adult responsibilities by enrolling in a college course and thus you should take the responsibility to drop a course you have decided you no longer wish to take. If you stop attending the course and do not drop, I will give you the failing grade that you earned.

Course Outcomes

After completing this class, students should be able to:

- Analyze and critically evaluate primary and secondary sources.
- Communicate effectively both orally and in writing.
- Compare the rise and decline of the major non-Western and Western civilizations from the Middle Ages to the early modern period.
- Evaluate the significance and impact of the creation of new European empires in the Americas, Asia, and Africa.
- Identify and assess the causes and consequences of the major economic, social, political, religious, and cultural developments of the middle ages to the early modern period.

How Outcomes Will be Met

The primary means of assessment will be written submissions. This course is writing-intensive. You need to be prepared to submit numerous written assignments each week. In each week you will need to post to the discussion board, with an analytical post responding to one of the two prompts and then posting a specific number of reply posts. In addition, you will have an essay quiz each week, based on the reading for that week. You will have videos to watch each week and in two separate weeks you will have assessments based on documents and other materials in the publisher's website that accompanies the textbook. Additionally, you will have an online essay midterm and final exam.

Online education is not for everyone. This is not to say that you are unintelligent if you do not do well in this course, but you need to be self-directed, self-disciplined and patient. For example, in a face-to-face class when you have an assessment, if there is something you don't understand you can approach the instructor and ask. In this class that is not an option. You will have to read the material on your own, interact with your classmates on discussion boards, and take assessments to measure how much you have absorbed. In a traditional classroom I can see when a student doesn't understand something, just based on their expression. Obviously that is not an option here. You must be willing to ask a question when something is unclear as I am not a mind-reader. I do not expect you to be a mind-reader either. If I have been unclear on something, you must let me know. You must pay attention to the calendar and due dates. While I may email the class or post announcements regularly with reminders for the due dates and they will all be entered into the calendar, it is your responsibility to remember when something is due. It is very easy to fall behind if you slack off and you will not pass the class if you do not stay on top of the work. In order to successfully complete this course, you should plan your schedule very carefully and try to stick to it. Look at your work schedule, school schedule, and family obligations and allow plenty of time for each. You cannot wait until the last minute to do all of the assignments for that week. Likewise, you cannot simply wait until the end of the term to do all of the assignments. You should plan on checking Canvas at least once a day. Even though you may have completed the assignments for that week, there may be announcements or emails that will impact your grade. I will check Canvas and my email at least once a day. I respond to emails within 48 hours, usually within 24 hours. I usually have grading done within 24-48 hours of the close of the assignment but in extraordinary circumstances it may take me longer.

“Virtual Café” Board

I will have a Virtual Cafe discussion board linked on the home page for the course. You should check this board regularly as this is where some important announcements will be made, in addition to those sent to your Canvas email account. This board is the first place to go if you find something you don't understand, as your classmates might be able to help. I will check this board at least once every 24 hours to respond to questions. You can however always email me if you feel your question is “too stupid” to put on the board. Usually what will happen in that case is I will remove your identifying information, post the question on the board and my answer to the whole class, as many students are often wondering the same thing. Please feel free to discuss topics other than the class subject matter, but try to maintain some standard of civilized

behavior. If you wish to be automatically notified when something new is posted to this board you must click the "Subscribe" button for the forum to receive automatic email updates. This can be found by going to Discussions in the left menu, and at the top of the page you will see "Pinned" discussions. The top one will be the Virtual Café. If you look to the right side of the screen you will see a small speech bubble on the line for that discussion. Click on it and you will be subscribed to receive automatic updates when someone has posted to that discussion board. You can do this for any discussion in the class. I do recommend you subscribe at least to the Virtual Café as this will help keep you on track when events occur that may affect your ability to do your work.

I will frequently post announcements, letting you know when a new module is open, when the previous one is graded, or other information that may affect you or your grade. When you open Canvas and see the tile for this class (the square that is colored on the top 50%, the middle has the name of the class, and the bottom has little icons) you will see a speech bubble if there is a discussion post you should read and there is a little megaphone if there is an announcement you should read. Do not ignore the announcements as you will be held responsible for the information that is included in the announcement.

Grading

Discussion:

You have four posts on each discussion: your original post in response to one of the prompts, which should be a minimum of 400 words, and two posts, replying to posts of your classmates, with a minimum of 150 words each. Your reply posts must be substantial, not simply agreeing with or congratulating the person who wrote the original post. You should include the name of the person to whom you are replying in your posts.

Once you have posted to the board you will be able to see my comments, Sondra's Thoughts, on the issues. You should reply to my post with something substantial with a minimum of 150 words. You should base your reply on what Sondra's Thoughts says about the other prompt. In other words, if you posted to prompt A, you should mainly address what I wrote about prompt B. Your replies to your classmates can be on either of the prompts, provided you engage what they wrote.

Although I do not accept late work, given the constraints of Canvas some students will submit their original posts to the discussion late. Therefore there will be a one letter grade per day deduction late penalty. Additionally I will deduct points if you do not put the name of the person to whom you are replying in your post.

Each discussion board initial post will be worth 10 points. Each reply post will be worth 5 points.

The discussion is where you can discuss your opinions on the issues raised by the material in the course. The presumption is that you already understand the material and thus should not be explaining it here. The discussions are an important part of the course as this is where we most closely replicate a face-to-face classroom. Thus it is important that all students contribute to the

discussions. When participating in group discussions, you should be aware of the tone of communication. You should communicate to each other and the instructor in a respectful manner, offering up helpful suggestions when necessary.

It is important to use proper English, including punctuation and capitalization. Students will be coming from a wide variety of backgrounds and locations around the world and may not be familiar with the acronyms that arise from text messages or slang. Please be careful to avoid using slang whenever possible and avoid the use of swear words when communicating during class.

Open and honest feedback is critical; however, students should make an effort to word feedback in a way that carries a positive connotation. If offering a response to a comment, it is always a good idea to begin the feedback with a positive statement. For example, "John, I really like what you say about _____. And while I agree that your points are good, have you considered _____? I think that complicates the issue but what do you think?" While you can criticize or correct your classmates, your tone and word choice are important. Think about which you would rather receive in reply to your post: "Jane, I think you may need to check your facts on this as I didn't interpret them the same way," versus "Jane, don't be stupid. Your facts are wrong. This is what is correct..." I think we would all agree that the first reply is preferable. Likewise, we are going to be engaging some "hot button" issues in this course. We need to be able to respectfully disagree with one another without fear of being called names or being subject to harassment.

I use the "Post First" limitation which means you must post to the board before you can see what your classmates have posted. This makes it more difficult for students to copy from one another. However, **you will not be able to edit your post once you have completed it**, so be sure you have said what you wanted before posting it. And if you find that you mislabeled your post, please don't simply put up another post saying, "I meant to call this prompt B" as your classmates will not be able to see that. Email me and I can change your title for you.

Please address the prompts I put up each module. You may find something else fascinating for that module, but if it isn't one of the prompts I put up, it doesn't belong on that discussion board. If you want to discuss something fascinating, the VIRTUAL CAFÉ board is the place for it. If you go off topic for that module's board, you will lose points.

There is an assumption that all you have to do is post and you will receive full points. It is not quite that simple. Your post must be long enough, it must engage the topic, and it must show some signs of thought. While the vast majority of the prompts ask for opinions, they must be reasoned, thoughtful opinions, not simply "because I think so."

Please keep to the time period. Many of the questions asked are broad and there is a tendency to talk about current events. While I also am guilty of that at times, in general you should at least ground your post in the time period of the module.

Please do not explain the facts that you learned from the lecture and/or textbook. I presume all students have done the assigned reading and if you are explaining the facts it is judged to be a

way to pad your word count. That will lead to a reduction in grade.

Your discussions will be graded according to the following rubric:

Discussions	Points Per Module	Total Points Possible	Total Discussion Points for Term
			Points 285
Introduction Discussion	10 Points	10 points	
Initial Post	10 Points	110 Points	
Length	5 Points		
Addresses Prompt	5 Points		
Reply Posts	10 Points	110 Points	
Adds Currency to the Discussion	5 Points		
Addresses the Opposite Prompt	5 Points		
Response to Sondra's Thoughts	5 Points	55 Points	

Quizzes

Each module you will have a short-essay quiz. The quiz will give you three questions (randomly generated) and you will be able to choose which of the two you answer. Your answers should be roughly a minimum of 250 words each. I view the quizzes as information dumps and thus do not mark down for poor grammar. The quiz is timed and you may only take it once, so be sure you are prepared to stay at the computer once you have accessed the quiz. The quiz questions allow you to show me what you have learned about the topic, rather than asking you to regurgitate specific facts.

In Week Six there will not be a quiz as there is a midterm exam that week.

Miscellaneous Assignments

You will have a short video to watch in week one regarding Plagiarism. You will then have a 30 question, multiple choice quiz based on that video. Additionally, you will write a short essay about plagiarism. And you will have an email assignment.

Document Assignments

In five modules you will have an exercise relating to the topic for the week. For this exercise you will read and analyze documents and other materials relating to an event, submitting your conclusions for a grade. You are going to reconcile various accounts, some of them conflicting, in order to come to a conclusion about what happened and why. The point of this exercise is not only to help expand your knowledge of the history but also to help develop your critical thinking skills.

Exams

You will have both a midterm and final exam. The midterm exam will be an essay question which mainly relates to the information we studied that week and the week immediately prior. The final exam is loosely comprehensive in that it is a very broad question. Both of the exams will be essay questions which ask you to evaluate material and show me what you understand rather than asking for specific names and dates. As with the quizzes, I view the exams as more information dump than formal submission and will not mark down for poor grammar. The midterm will be worth 125 points and the final will be worth 250 points.

Extra Credit:

It is important that each student be judged on the same body of work. Therefore, **I rarely offer extra credit.**

Assignment	Points Per Module	Percentage of Grade	Points Possible		Total Points in Category		Total Points in Class
Quizzes:		13%			130		1000
Essay Quizzes	10		100				
Plagiarism Quiz	30		30				
Discussions:		28.5%			285		
Initial Post	10		110				
Response Posts	10		110				
Response to Sondra's Thoughts	5		55				
Introduce yourself			10				
Miscellaneous		6%					

Email Me			10				
Plagiarism Essay			30				
Syllabus Scavenger Hunt			20				
Documents Analysis		15%			150		
Five Assignments	10		150				
Exams:		37.5%			375		
Midterm			125				
Essay			250				

Points	Percentage	Grade
900-1000	90-100%	A
800-899	80-89%	B
700-799	70-79%	C
600-699	60-69%	D
0-599	0-59%	F

By staying in this class you are agreeing to undertake all of the work outlined in this syllabus. Be sure you are aware of the workload and adjust your schedule accordingly.

Help with Canvas

Canvas is one of the more intuitive learning systems but still some people will have questions or problems dealing with the system. You can take a [workshop](#) on Canvas, talk to Live Help, and see various links to different resources. Additionally, you can find videos on YouTube to help illustrate various parts of the system. Once you are in the classroom there is a help link in the left menu, a question mark in a circle, that will lead you to various Canvas resources. You can also post questions on the Virtual Café board where your classmates may be able to help you out.

Classroom Learning Atmosphere

If you are new to online learning, or even if you have a great deal of experience with online classes, you should review the [Core Rules of Netiquette](#) in order to remember how to get along with your classmates and your instructor.

Content Issues

Since historians examine just about every aspect of human culture and societies, we sometimes talk about provocative or controversial material or issues that people may find disturbing. You may be confronted with subject material that is difficult to read about, look at, discuss, or even listen to. Please be advised that when we explore controversial topics they will always be framed in the academic context. Keep in mind that you will be responsible for any course material you miss if you choose not to participate because you feel uncomfortable with that material. If you have any questions or concerns about content or the class climate surrounding controversial material feel free to contact me about it.

Instructor's Expectations

My expectations for you:

- Come to class with a positive attitude and an open and questioning mind.
- Attend class regularly, submit your work on time.
- Treat other people with respect; be considerate

My commitment to you:

- To share my enthusiasm for studying World History and Civilizations
- To respect you as an adult who has made an important commitment toward trying to improve your life by attending community college.
- To treat all my students equally, regardless of ethnicity, gender identity, religion, or other factors by which many people judge others.
- To prepare and present thoughtful and engaging lessons and lectures.
- To give challenging and clear assignments; and to return them to you with comments in a reasonable amount of time.
- To help you succeed in this class.

Late Policy

I will not accept any late work. In the past students found this policy to be arbitrary and unfeeling. I do not accept late work in any of my classes. I set aside time to grade your work in order to give you timely responses to it. Late work complicates my ability to grade in a timely manner. And fundamentally, if I allow you to start falling behind, you will rapidly run into trouble. You will have a specific amount of time on each module so you must plan accordingly. It is also necessary for you to post to the discussion boards several times each module. You should plan on doing your work in advance of the cutoff time. The assignments are set up to close exactly on time so if you are copying and pasting but haven't finished when the time runs out, you will lose your work. Also, you never know what may happen in your life so waiting until the last minute to do your work may result in your not having time to do it.

Computer Excuses

You are taking an online class; it is your responsibility to have access to a computer and backup your files. What does this mean? Computer crashes, lost disk information, Internet access becomes unavailable, hardware/software difficulties, time zone issues, or your dog ate your

computer are not reasons for inability to complete your work. You should also pay attention to what browsers work best with Canvas. For example, Canvas does not like AOL, nor does it like outdated versions of most browsers like Chrome or Mozilla. What does this mean? If you are using one of them you will be able to access the class, but may not be able to send an email in the class. Or you may not be able to complete an assessment. By far the most frequent problem students have is related to using the wrong browser. Be aware of this issue and prepare for it.

Affirmation of Inclusion

Bellevue College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination.

We value our different backgrounds at Bellevue College, and students, faculty, staff members, and administrators are to treat one another with dignity and respect.

Religious Holidays

Students who expect to miss classes, examinations, or any other assignments as a consequence of their religious observance should be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious holidays on which they will be absent, preferably at the beginning of the term. Students who are absent on days of examinations or class assignments should be offered an opportunity to make up the work without penalty (if they have previously arranged to be absent), unless it can be demonstrated that a makeup opportunity would constitute an unreasonable burden on a member of the faculty. Should disagreement arise over what constitutes an unreasonable burden or any element of this policy, parties involved should consult the department chair, or Dean.

College Anti-Discrimination Statement

Bellevue College does not discriminate on the basis of race or ethnicity; color; creed; national origin; sex; marital status; sexual orientation; age; religion; genetic information; the presence of any sensory, mental, or physical disability; gender identity or veteran status in educational programs and activities which it operates.

Keep in mind, this is an online only course. That means you are in control over what information we have about you. We cannot see color, ethnicity, orientation or other identifiers that we often hold preconceptions about. If you don't want people to know your race or sexual orientation, you don't have to volunteer that information. The online classroom is a fantastic equalizer in that way.

Confidentiality and Mandatory Reporting

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share with the Title IX Coordinator any and all information regarding sexual assault and other forms of sexual misconduct (e.g. dating violence, domestic violence, stalking) that may have occurred on campus or that impacts someone on campus. Students may speak to someone confidentially by contacting the BC Counseling Center at (425) 564-2212. The Title IX Office can be contacted at 425-564-2441 and more information can be found at www.bellevuecollege.edu/titleix/.

For further information and contacts, please consult [College Anti-Discrimination Statements](#).

Plagiarism and Cheating

Plagiarism is presenting someone else's work as your own. Essentially it is stealing someone's intellectual product. It is not only illegal and a violation of college policy, it is an insult to your classmates and me. It shows you do not care enough to do your own work. And if you plagiarize you do not learn, so you shortchange yourself by not obtaining the education you are at Bellevue to attain. I have a zero-tolerance policy on Plagiarism or other cheating (such as cribbing someone else's discussion post). You will receive a zero on the assignment and be reported to the appropriate college authorities. Repeated plagiarism will lead to a zero in the class. It is possible that you might be expelled from the college if you are a repeat offender.

This link provides a good, short summary of how to avoid plagiarism: [Avoiding Plagiarism](#). In addition to that link, you will have a video and a quiz on Plagiarism and an essay during week one. You will not be able to claim you didn't know something was wrong, plagiarism or cheating.

Student Code of Conduct and Academic Integrity

Any act of academic dishonesty, including cheating, plagiarism (using the ideas or words of another as one's own without crediting the source), and fabrication and inappropriate/disruptive classroom behavior are violations of the Student Code of Conduct at Bellevue College. Examples of unacceptable behavior include, but are not limited to, cheating, harassing other students, and inappropriate behavior toward the instructor or classmates. The instructor can refer any violation of the Student Code of Conduct to the Dean of Student Success for investigation. Specific student rights, responsibilities, and appeal procedures are listed in the Student Code of Conduct at: [Student Code](#).

I expect you to adhere to the Student Code of Conduct. Students who do not will be asked to leave the class. If you experience harassment or threatening behavior from any student in this class, please let me know so that I can take action to remedy the situation. Likewise, if I feel that you are harassing me or any person in class, I will take action to have you removed from the class. I take cheating seriously. Any incident will receive a zero, be reported to the appropriate college authority, and may result in your receiving an F for the course, in addition to

whatever steps the college chooses to take.

Important Links

The full list of Student Services can be found here: [Bellevue College Student Services](#) but here is information about some of the more import services:

Bellevue College E-mail and access to MyBC

All students registered for classes at Bellevue College are entitled to a network and e-mail account. Your student network account can be used to access your student e-mail, log in to computers in labs and classrooms, connect to the BC wireless network and log in to *MyBC*. To create your account, go to: [Create Email](#)

I will only reply to emails from a Bellevue College email account in order to maintain student confidentiality, as dictated by college policy. I realize this can be frustrating when you want to send me a quick question from another account, but this policy is in your best interest for a multitude of reasons, including the fact that I teach at numerous colleges and do not always know the class a student is in.

BC offers a wide variety of computer and learning labs to enhance learning and student success. Find current campus locations for all student labs by visiting the [Technology Help Desk](#)

Disability Resource Center (DRC)

The Disability Resource Center serves students with a wide array of learning challenges and disabilities. If you are a student who has a disability or learning challenge for which you have documentation or have seen someone for treatment and if you feel you may need accommodations in order to be successful in college, please contact us as soon as possible.

Please understand that there is no “shame” associated with receiving this help. Your classmates will not know that you have additional time on tests or other accommodations. I can remember when no help of this kind was offered to students who learned differently. Given the struggles of those who preceded you, fighting for these programs, it would dishonor them if you did not take advantage of the facilities you need.

If you are a person who requires assistance in case of an emergency situation, such as a fire, earthquake, etc., please meet with your individual instructors to develop a safety plan within the first week of the quarter.

If you are a student with a documented autism spectrum disorder, there is an additional access program available to you. Contact [Autism Spectrum Navigators](#) Email and phone number is on the web page. ASN is located in the Library Media Center in D125.

The DRC office is located in B132 or you can call our reception desk at 425.564.2498. Deaf students can reach us by Skype: the address is **DRCatBC** (NOTE: There is no @ sign...it is actually **DRCatBC**). Please visit our website at [Disability Resource Center](#) for application information into our program and other helpful links.

Accessibility

The online elements of this course are designed to be welcoming to, accessible to, and usable by everyone, including students who are English-language learners, have a variety of learning styles, have disabilities, or are new to online learning. Be sure to let me know immediately if you encounter a required element or resource in the course that is not accessible to you. Also, let me know of changes I can make to the course so that it is more welcoming to, accessible to, or usable by students who take this course in the future.

Veterans and Active Duty Military

I welcome all students into my classroom and military personnel are no different from other students. However, some military face additional challenges. Wounded warriors may have acquired injuries which through the American with Disabilities Act (ADA) entitles them the use of accommodations to ensure equal opportunity for students with verified disabilities. Veterans with a disability requiring an accommodation should contact the Disability Resource Center for help with accommodations.

Along the same lines, both active duty and veterans may be called up for deployment. Several veterans have experienced being recalled to active duty due to the need for more personnel in the field with our current military engagements. I will accommodate your deployment needs as necessary. Simply inform me or have a commanding officer inform me of what you need and I will take the necessary steps to accommodate you. As with other aspects of personal identity (gender, ethnicity, religion, etc.) your classmates will only know of your military service if you volunteer that information. I will not inform the class of this.

Public Safety

Public Safety is located in the K building and can be reached at **425-564-2400** (easy to remember because it's the only office on campus open 24 hours a day—2400). Among other things, Public Safety serves as our Parking Permits, Lost and Found, and Emergency Notification center. Please ensure you are signed up to receive alerts through our campus alerting system by registering at [RAVE Alert Registration](#)

If you work late and are uneasy about going to your car, Public Safety will escort you to your vehicle. To coordinate this, please phone ahead and let Public Safety know when and where you will need an escort.

Please familiarize yourself with the emergency postings by the door of every classroom and know where to go in the event of an evacuation. Your instructor will be asked if anyone might still be in the building, so check in before you do anything else. Emergency responders will search for anyone unaccounted for.

If a major emergency occurs, please follow these three rules:

- 1) Take directions from those in charge of the response** - We all need to be working together.
- 2) Do not get in your car and leave campus (unless directed to)** - Doing so will clog streets

and prevent emergency vehicles from entering the scene. Instead, follow directions from those in charge.

3) In an emergency, call 911 first, then Public Safety.

Please do not hesitate to call Public Safety if you have safety questions or concerns at any time. You may also visit the [Public Safety](#) web page for answers to your questions.

Final Exam Schedule

The final exam will be available from March 20th through midnight March 23rd and you will only be able to access it one time. You will have one comprehensive essay question that you will be able to use to show me what you are taking away from the course.

Academic Calendar

The Bellevue College Academic Calendar is separated into two calendars. They provide information about holidays, closures and important enrollment dates such as the finals schedule.

- [Enrollment Calendar](#) On this calendar you will find admissions and registration dates and important dates for withdrawing and receiving tuition refunds.
- [College Calendar](#) This calendar gives you the year at a glance and includes college holidays, scheduled closures, quarter end and start dates, and final exam dates.

Course Calendar

Unit	Material Covered	Dates for Completion
Week 1	Chapter 11 The Americas	January 3 rd to 8 th
Week 2	Chapter 12 Cultural Exchange in Central Southern Asia Chapter 13 States and Cultures in East Asia	January 9 th to 15 th
Week 3	Chapter 14 Europe in the Middle Ages 800-1450 First Document Analysis Last Day to Drop without W	January 16 th to 22 nd January 17 th
Week 4	Chapter 15 Europe in the Renaissance and Reformation 1350-1600	January 23 rd to 29 th
Week 5	Chapter 16 The Acceleration of Global Contact 1450-1600 Second Document Analysis	January 30 th to February 5 th
Week 6	Chapter 17 The Islamic World Powers 1300-1800 Midterm Exam this week	February 6 th to 12 th
Week 7	Chapter 18 European Power and Expansion 1500-1750 Third Document Analysis	February 13 th to 19 th
Week 8	Chapter 19 New Worldviews and Ways of Life 1540-1790 Last Day to Drop in person or online	February 20 th to 26 th February 21 st
Week 9	Chapter 20 Africa and the World 1400-1800 Fourth Document Analysis	February 27 th to March 5 th
Week 10	Chapter 21 Continuity and Change in East Asia, 1400-1800 Fifth Document Analysis	March 6 th to 12 th
Week 11	Chapter 22 Revolutions in the Atlantic World 1775-1825	March 13 th to 19 th
Final Exam	Only open:	March 20 th to 23 rd