

Introduction to World History  
HIST 125-DL9  
Office Hours: R 2:30-5:30 pm Eastern  
\*alternate hours listed in schedule

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History is the story of how societies change through the choices people make. We will discuss choices large and small, the way events influence each other, and the overall patterns of history.

By the end of this class, you will be able to construct a rough timeline of historical events, make connections between historical events, describe change over time, and identify patterns over time. We will analyze historical sources, including digital history sources, tools, and presentations. We will also discuss secondary sources, which are words and images created based on primary sources. You will learn how to evaluate secondary sources for accuracy, objectivity, and utility. You will learn how to read primary sources for historical value, and how to create a narrative from a collection of primary sources. You will also learn to properly cite your sources, both primary and secondary, and how to support your assertions with good evidence.

**Online Course Information:**

1. All times are Eastern Time (Washington, DC time). I am available on Twitter and over email. I will respond to all communication outside of office hours within 24 business hours. Please let me know if you are in a time zone other than Eastern. I am in the Pacific Time Zone, so I am rarely available for morning meetings in the Eastern Time Zone, though I am available for late evening meetings.\*
2. The class “week” is from Monday to Sunday.
3. This course is asynchronous. I will post new lectures every Monday by 6:00 am. You should plan specific “class time” for yourself. I recommend two work periods per week: a longer one to complete the assigned material and your own responses, and a shorter one to review your classmates’ posts so you may respond. Plan to spend an average of 7-9 hours per week on this class to cover the course material, complete the assigned readings, and work on your research project. Be prepared to adjust the time allotted as the course progresses.
4. The Blackboard site is exclusively for our class. Twitter is public. You may make your Twitter account private, but both accounts need to be accessible to me and to your classmates. If you choose to make your Twitter private, you must accept all follow requests from me and your classmates.
5. Office Hours are a period where I will have a video chat open, and you can drop in at any point with any questions or concerns. These are a digital equivalent to face-to-face office hours, and any of my students, current and previous, are welcome to drop in. We can also arrange private video chats at any point.

\*I will be on the east coast for a research trip between September 14 and October 5, and then October 10-24. I will be available on Thursdays in that period, and office hours will continue as scheduled, and less available late at night. I will still be available over Twitter while I am in the archives, though I will have less access to email.

**Secondary Source Textbook (Recommended, not Required):**

*Ways of the World: A Brief Global History with Sources*, by Robert W. Strayer and Eric W. Nelson. 4<sup>th</sup> Edition, either Full or Value version.

**\*\*The chapters listed in the schedule roughly correspond to the lectures. These will provide context for the lectures and the primary source textbooks. If you have not taken a world history class previously, or if it has been some time, I recommend you obtain this text.**

**Primary Source Textbooks: (Required)**

*Silk Roads: A Brief History with Documents*, by Xinru Liu (ISBN-13: 978-0-312-47551-2)

*Islam in the Indian Ocean World: A Brief History with Documents*, by Omar H. Ali (ISBN: 978-1-4576-0977-0)

*Experiencing the Thirty Years War: A Brief History with Documents*, by Hans Medick and Benjamin Marschke (ISBN: 978-0-312-53505-6)

*The World Turned Upside Down: Indian Voices from Early America: A Brief History with Documents*, by Colin G. Calloway (ISBN: 978-1-319-05240-9)

*Abina & The Important Men: A Graphic History*, by Trevor Getz (ISBN: 978-0-19-023874-2)

*The Mexican Revolution: A Brief History with Documents*, by Mark Wasserman (ISBN: 978-0-312-53504-9)

**Expectations:** I expect that you will complete all readings as assigned, that you will submit all assignments as instructed and on time, and that you will contact me when you have questions or have difficulty with class or the material. You may expect that I will reply to all external communications within 24 business hours, I will post grades, discussion questions, and project parameters in a timely fashion as noted in the syllabus, I will tell you what I expect for all assignments and will clarify as much as you need, and I will hold our conversations outside of class confidential unless you tell me otherwise.

**Shared space policies:** The basic rules are to be civil, do not deliberately antagonize people, and when you break one of these rules, apologize and remedy the behavior. More specifically, be mindful that these are shared spaces. Swearing is allowed, though if there are specific words you would like us to avoid, please let me know, and I will let the class know without revealing who made the request.

**Technology Policy:** This is an online class. All class information, including assignments and grading rubrics, is in the Blackboard site for the class. You may contact me via Twitter, either in a public tweet or a direct message. Please note that Twitter communications are public. When contacting me via email, use your George Mason University student email account and email my George Mason University account, because that communication is federally protected by the Family Educational Rights and Privacy Act (FERPA). See the link for more information on FERPA. <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

**Academic Integrity Policy:** The integrity of the university community is affected by the individual choices made by each of us. Mason has clear guidelines regarding academic integrity. Three fundamental and rather simple principles to follow at all times are that: (1) all work submitted be your own; (2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and (3) if you are uncertain about the ground rules on

a particular assignment, ask for clarification. No grade is important enough to justify academic misconduct. Plagiarism means using the exact words, opinions, or factual information from another person without giving the person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes. Paraphrased material must also be cited, using your major's preferred format (or Chicago if your major does not have one). A simple listing of books or articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in the academic setting. If you have any doubts about what constitutes plagiarism, please ask me.

**Disability Accommodations:** If you are a student with a disability and you need academic accommodations, please let me know as soon as practicable and contact the Office of Disability Services (<https://ds.gmu.edu/>). All academic accommodations must be arranged through Disability Services.

**Trigger Warning:** Several of the assigned sources can be upsetting and disturbing. If you have specific triggers, please let me know as soon as possible and I will note assignments accordingly. However, this will not release you from the assignment. The trigger warnings are to give you the tools you require to complete the assigned work.

**Extension policy and late policy:** Late assignments incur a 5% penalty for every 24 hours after their due date, unless otherwise extended (see below for extension policy). The late clock does not stop for weekends or holidays. All assignments 20 or more days late will incur a 100% penalty and will earn zero points. Due to the nature of the Twitter assignment, late posts will count in the week in which the entry is posted with no means of makeup, though Twitter is also eligible for extensions.

***All assignments are eligible for extensions.*** You must contact me and request one. In your request, state the assignment for which you need an extension and propose how long you will need. **You do not need to tell my why you need the extension** (unless you feel comfortable sharing that information with me), you just need to be clear about your needs. You can request several days, if needed. **If I do not hear from you that you need an extension, I will start the late clock and follow the procedures above.**

**Grading:** I make every effort to grade your assignments in a timely fashion, so that you receive useful feedback as soon as possible. You will be able to track your progress throughout the semester by keeping track of the grades you earn on each individual assignment. I grade in this order: Research Assignments, Quizzes, Discussion Boards, Extra Credit submissions.

- Twitter is graded in real time and will be updated on Blackboard at least for Midterm Grades and Final Grades. I check at least once a day and keep a running tally of points earned. I will try to post Twitter grades monthly.
- Research Assignments are graded starting the Monday after the due date. Feedback and grades will be posted to Blackboard as I grade them. I grade them blind, in submission order, so the earlier you get it in, the sooner you will receive your grade and feedback.
- Quizzes are graded starting the Monday after the due date. You will find your thread assignment by Monday morning after the first submission in the Discussion Board for

that quiz. Feedback and grades of the final submission will be in Blackboard.

- Discussion Board Answer Sets are graded starting the Thursday after submission (that is, the day after replies are due). Because other assignments take priority, there will be longer waits for homework grades starting in the middle of the semester.

\*Due to my travel plans for this semester, there will be some delays in grades. I will prioritize the research assignments first, then quizzes, then homework. This may lead to a delay of up to four weeks on receiving homework grades.

The grades are weighted – that is, some assignments are worth more overall than others. The weights are in the next section, along with descriptions of the assignments.

A+	97-100
A	96-94
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D	60-69
F	0-50

You are responsible for keeping track of your grades. The plus and minus modifiers on the letters can affect your GPA, which is why they are included on this list. You are also responsible for knowing what grade your major or college requires as a Pass in this class. Many majors and colleges require at least a C-, though there are some that accept a D. You will find this information in the university catalog from the first semester you enrolled at Mason and/or your specific program.

### **Assignments:**

#### **10%: Twitter**

Create a professional or student Twitter handle for this class and tweet three times each week about history. These can be history facts, responses to the video lectures or to the readings, comments on current events, or substantive responses to your classmates.

I want to see what histories interest you. You may tweet about the history of a favorite sport, hobby, or your major. You can post a question or comment on one of the assigned readings or something interesting you found online. You can respond to someone else's tweet. You may post questions that come up during class, live-tweet lectures, or post a current news article that is relevant to class. You may tweet your thoughts about the case studies, respond to another student's question, or have a conversation with classmates about course materials. The extra credit opportunities are all to be submitted through Twitter and extra credit submission count as a Tweet for the week.

Follow @ProfBizri by 11:59 pm on **Wednesday, August 24** and I will follow you back. You must follow all your classmates as well. I will post a list of Twitter handles in the Course Information section of the class Blackboard site.

Students will tweet at least 3 times each class week, which is Monday-Sunday. For example, Week 1 begins at 12:00 am Monday, August 22, and ends at 11:59 pm on Sunday, August 28. Week 2 then begins at 12:00 am on Monday, August 29 and ends at 11:59 pm on Sunday, September 4. The final week for credit ends **Saturday, December 3 at 11:59 pm.**

*\*Note: Twitter for both desktop and mobile defaults to “Top Tweets,” which shows popular tweets or those that seem to align with your preferences and tweets. You must reset Twitter to “Latest Tweets” to see tweets as they are posted.*

Your Twitter handle can be anything you like, though you must clearly identify yourself and your section so I can properly credit your points. Due to a proliferation of bots and spam accounts, it is best to have no more than 4 digits at the end of your Twitter handle (ex: @TankFan1944, @DancingFeet721). You may use your Mason ID or something similar, or you can create something new (ex: @TastyPotatoes, @VoltronGal27) All Twitter handles should be set and following @ProfBizri by 11:59 pm Eastern on **Wednesday, August 24**. Your first tweets of the term are due by 11:59 pm Eastern on **Saturday, December 3**.

Include the hashtag #HIST125DL9F22 in your tweets, so I may identify your section. You will earn 3 points for following @ProfBizri by the deadline and 1 point for each Tweet about history, to a maximum of 3 points per week. *The Twitter assignment happens in real time and is NOT eligible for late submission.*

### **30% Discussion Board Homework**

Every week, you will have a set of questions in the Discussion Board titled “Weekly Homework” to answer based on that week’s assignments. The assignments will be found in the Assignments section of the Blackboard site, in a folder titled “Weekly Assignments.” Those assignments will include at least video lectures and primary source readings. They may also include third-party videos, websites, articles, or images.

The weekly assignments from the case studies are listed below in the schedule. I will post digital reading assignments in the weekly assignments most weeks, though not all. Using the instructional material provided, you will answer each of the discussion questions. You will post your answer set as a reply to the post on the Discussion Board.

The Discussion Question Set will be in 4 sections. Section A will be prompts asking for your initial responses to the instructional materials for the week. Section B will include questions based on the video lectures, as well as any specific homework I mention in the videos. Section C will be analytical questions based on the assigned digital sources (Blackboard Questions) and case study assignments (Case Study Questions). Section D will be academic practice, where you will practice skills and techniques for both history and your wider college career. There will always be Section A and Section C to complete, usually Section B questions and Section D will be less often.

You will also reply to two different classmates' posts. These responses must be substantive – that is, more than, “Good post!” or, “I agree!” Engage with your classmates, just as you have engaged with the assigned course materials. A substantive, engaged response addresses the meat of their response: “I agree with your point in C2, though I believe that PERSON made that choice for DIFFERENT REASON.” “I disagree with your point about CHOICE in C1. I believe DIFFERENT REASON because of DIFFERENT EXAMPLE FROM SOURCE.”

You have two different due dates for each week's homework assignment. The first due date is for your initial question answer set, where you answer each of the posted questions based on the video lecture and readings. Your Answer Sets are due by 11:59 pm on Sunday of each week. Your responses are due by 11:59 pm on Wednesday of the following week, including holidays. For example, Week 1 is Monday, August 22 to Sunday, August 28. Your Answer Set will be due at 11:59 pm on Sunday, August 28. Your responses to your classmates' posts for Week 1 will be due by 11:59 pm on Wednesday, August 31.

***Please note – the final week of term, November 27 – December 3, is a short week, and all course material must be submitted by 11:59 pm on Saturday, December 3. The last week's assignments will have a different schedule than usual, and the homework assignment will be appropriately shortened to accommodate the smaller turnaround time. Your homework post will be due by 11:59 pm on Thursday, December 1, and your responses to your classmates will be due by 11:59 pm on Saturday, December 3.***

### **30%: Research Process, Reflection, and Project**

This portion of the grade is comprised of three assignments – research process assignments (10%), research reflection assignments (10%), and a research project (10%).

You will perform original, primary source-based historical research on a topic of your choice that falls within the parameters of the course and create a digital source about it. You will complete the research process assignments, write reflections on each step of the research process, and produce a mock-up or live version of your digital source.

#### *Research Project – 10%:*

You will select at least four primary sources that address a specific and narrow topic, state a thesis (a conclusion based on evidence from sources), and make an argument based on your analysis of the sources. You will summarize each source and analyze their contents for historical information. You will provide historical context and explain how the four sources work together to tell a story. The final project is due **Sunday, November 20, by 11:59 pm.**

You will create a digital project about your topic. It can be anything you like, as long as you present an argument and use primary sources to support it. Examples of a digital project include a social media account, a video on YouTube, a video game, a podcast, an online museum exhibit, or an informational website. If you choose to create a presentation on Prezi or with PowerPoint, you must give the presentation somehow for your final submission.

Don't feel you must select from the list above. Past projects have included a digital escape room,

a music album, an original rap song, a demonstration of a historical recipe, and an audio (radio) play.

If you do not have the necessary coding and programming skills to create the kind of digital project you want, you may create a mock-up. You must describe the project you would like to make in the proposal and state that you would need to create a mock-up at that point. A mock-up will include your primary research, citations, and a description of the digital source you envision. Examples of mock-ups include a series of images created in PhotoShop, a video script with annotations explaining the visual components, or a step-by-step description of how gameplay of the video game would work.

A topic usually addresses change over time, such as how doctors treated smallpox between the 1500s and the 1800s. Alternately, you may find several different perspectives on the same problem – for example, how did other empires view Dutch expansion in southeast Asia? You may consider large historical problems and find sources that show how perspectives on it have changed over time – good examples of this are the treatment of slaves in nineteenth century Africa and the changing status of women in the Song and Tang Dynasties in China.

***Submit a link to the live site or upload directly to the Blackboard Assignment by 11:59 pm Eastern time on November 20. Include a bibliography page with all sources you consulted to create the project.***

Research Assignments – 10%:

1. *Broad topic or research question:* Submit either a broad topic you would like to learn more about or a historical question you would like answered. The topic or question should be broad at this point. Examples of a topic would be the history of the automobile or the history of French resistance in World War II. Examples of a research question would be “How did religion influence European westward exploration?” or “What was the role of public baths in the ancient world?” **Due Sunday, September 4 via Blackboard assignment.**
2. *Preliminary Source List:* Submit a list of at least THREE (3) proposed sources. ONE (1) must be a primary source and ONE (1) must be a secondary source. Include a brief analysis of each source that includes what kind of source it is, what is significant about the specific source, and why is it a good choice for your research project. State your chosen citation format here. Use your major’s preferred format. If your major does not have a preferred citation format, use Chicago Style. Links to guides are available in Blackboard. **Due Sunday, September 11 via Blackboard assignment.**
3. *Research Proposal.* Submit a short essay (1-2 pages) explaining your proposed digital project. Include a description of your proposed digital project. A social media account, a video, a video game, an online exhibit, or a podcast are all examples of a digital project. You will explain how the digital project is the best way to present your information. You will also include a secondary source that provides a broad summary of your topic and one of your primary sources that addresses your topic directly and provide links or citations for each. **Due Sunday, October 2 via Blackboard assignment. I will include feedback on specifics for your proposed project at this point, including instructions for your footnotes and bibliography and instructions for length and scope of the project.**

4. *Workshop Week*. Students will peer review each others' project drafts. Submit a draft or description of their project to their assigned Discussion Board thread, found in the "Workshop Week" Discussion Board forum, and review all the other students' drafts. Students will critique the projects for clarity, ease of use, structure, and any specific issues for which the creator has requested feedback. The most important aspect of this assignment is for the draft to exist. You must submit something to be discussed – even getting feedback on a glorified outline will be helpful.
  - a. Each student will post their draft to their Discussion Board thread by **Sunday, October 30**.
  - b. Each group member will review everyone else's drafts and reply with critiques in comments by **Sunday, November 6**.

Research Reflection Assignments – 10%:

1. Topic Selection: Think about how you chose your topic and explain your process. How did you find the topic? What do you find interesting about it? What issues did you face in the process? Do you foresee any possible difficulty with the topic? **Due Tuesday, September 6**.
2. List Post: Reflect on how you found your sources Explain why you chose each of your sources. Where and how did you start your search? How do you see them fitting together to tell a story? What issues did you have finding them, if any? If you have changed your topic, explain your reason for the change and why you selected your new topic. **Due Monday, September 12**.
3. Proposal Post: Think about the path to your proposed project. Explain why you selected the type of project and how it works for your sources. What other types of digital projects did you consider? Have new questions come up in the process? Do you need to do additional research on your topic? Are there technical issues you need to address for this project? If you have changed your topic, explain your reason for the change and why you selected your new topic. **Due Monday, October 3**.
4. Draft Post: Reflect on the challenges of creating a digital history project. Explain any issues you had while creating your draft. Did you have issues with the sources? With the writing process? With the technical process? What sort of changes in topic, sources, or type of project did you have to make, if any? What questions would you like your group members to answer? If you have changed your topic, explain your reason for the change and why you selected your new topic. **Due Monday, October 31**.
5. Final Recap Post: Reflect on the whole research, writing, and technical process. How did you arrive at your final topic? Where did you find your sources? How did you decide on your final digital project format? What issues did you have to resolve in the process? What would you do differently if you had another assignment like this in the future? **Due Monday, November 21**.

**30%: Quizzes and Final Exam**

Create lists of terms on a topic of your choice based on the course's term list, found in the Course Content section of the Blackboard site. Only use terms from the course's main term list for the quizzes and final exam. The length and scope of the lists will increase with each quiz because each quiz is cumulative.



*15%: Quizzes*

There will be three quizzes in two parts. The first part will be submitted via a Blackboard assignment, and the second part will be a small discussion group. Each part is graded separately, and the combined grades are the final grade for each quiz.

Part 1 – Create an Initial List: Create a list with a central term, theme or topic, and all other terms within the list must relate to it in some way. Each of the three quizzes will have a minimum number of terms, and that number will increase over the semester. Submit the initial list (that is, the first draft) and identify the central term or theme to the **Quiz Part 1 Submission Portal**. First Submissions are due on Sundays.

Part 2 – Discussion to Refine Lists: You will be placed in groups based on the main term and theme to discuss your lists the following week, Monday to Friday. These groups will be different for each quiz. Each student will post their list on **Monday of Discussion Week** and include at least a description of the central term or theme. You will read everyone else's lists and ask questions about the lists. Why did they select a term you did not? How does a term relate? What is their definition of a term you selected? Why did they not select a term you did? How do their terms relate to their theme?

You will respond to all questions posed to you, explain your choices and make decisions about what terms should remain on the list, what should be removed, and what should be added. On **Friday of Discussion Week**, you will submit a final version of your list to the **Quiz Part 2 Submission Portal**. This final version needs to include definitions for all terms and explanations for why each term is included on the list (either individually or in paragraphs that explain related terms). Finally, you must also include a paragraph or two explaining how the conversations with your classmates helped you refine your list.

**Each quiz will have different requirements for length and participation in the Discussion Board.** The quiz grading rubrics will be posted in the Blackboard Assignment and in the Discussion Board.

**15%: Final Exam**

The final exam will be comprehensive and the same structure as the quizzes. You will create a set of lists from the main term list and defend your choices in an essay for each list. **Because it is finals week, there will only be one final submission to Blackboard.** However, you will have the opportunity to gain feedback from your classmates beginning on Wednesday, November 30.

Create **EITHER** two or three lists based on a set of themes or central terms. In the final submission, include the lists and explanations of why you selected terms for them. Write an essay for each list to defend your choices as if it were the discussion board of the quizzes. Think about the best questions you posed and the best questions you were asked over the course of the term and address those concerns in your essays.

**Final Exam Discussion Boards ARE NOT GRADED.** Instead, you will describe how the conversations with your classmates *over the course of the semester* helped you refine your list, just as you did for the quizzes. However, you need to submit your lists at the same time.

*Please note: I expect the lists from a submission with two lists to be broader and more extensive than one with three lists. Three lists will allow you to be more focused in your theme choices. There is a Two List Rubric and a Three List Rubric. Both will be posted the day after the final research project is due so you can make an informed choice. You will also have access to Discussion Boards on the Reading Days before the Final Exam period begins. Once you submit your final exam lists, you may continue to provide feedback to your classmates in the forums.*

The Final Exam lists can be submitted at any point in the Final Exam Period. **The Final Exam Submission Portal will open at 12:01 am on Wednesday, December 7 and will close at 11:59 pm on Tuesday, December 13.**

**Extra Credit:**

You may attempt any, or all, extra credit opportunities. You may earn a maximum of 10% extra credit overall. The extra credit is a percentage of your regular credit grade, so the higher your regular credit, the more points of extra credit you will earn. For example, if you earn 89/100 overall in the class, and the full 10% extra credit allowed, you will earn 8.9 points to add to your final grade, making it 97.9/100.

Historical Landmark Sign and the Random Extra Credit points are added together, and you will earn a percentage based on how many points you earn between the two. For example, if a total of 30 extra credit points are offered over term, and you earn 24, you will earn 8% extra credit points. Whatever you earn between Historical Landmark Sign and Random Extra Credit will be added to the points you earn for Yelp.com reviews, to maximum of 10%.

If you would prefer to not post a selfie or picture of your face, you can use a stand-in object. It can also be a stuffed toy, doll or object. In prior semesters, students have used a stuffed penguin, a HeiHei figurine, and a distinctive keychain, among many other objects. Post the image to your Twitter with the hashtag #ECDL9 and the class hashtag and describe the unique object.

Examples: “My Batgirl plushie will stand in for me. #ECDL9 #HIST125DL9F22” OR “I am wearing an Arizona Cardinals mask for all my EC submissions. #ECDL9 #HIST125DL9F22”

If you submit more than the maximum number of graded submissions, I will grade the highest scoring ones. For example, if you submit 12 Yelp reviews, I will grade the highest scoring 10 and drop the 2 lowest grades. If you make an error in one of the submissions (the location is not a landmark, you did not answer one of the questions on the Yelp review, or if you failed to meet the parameters of the extra credit assignment), and I am able to grade it and identify the error before the end of the term, you will have the opportunity to submit a replacement.

**Yelp.com Review:**

Visit a historical site or museum, or take part in a virtual event there, and write a Yelp review of it. Include the site’s mission, their interpretation of the history, and how the virtual event went, including ease of use. Each portion of the review must be substantive, with specific examples. Yelp reviews are graded on a scale of one to five. A review that earns a grade of 5/5 earns 1% extra credit overall.

You will be graded on **TEN** Yelp reviews over the course of the term, and you may submit a maximum of **THREE** per week. Reviews must be posted live to Yelp.com. The link to the review must be shared on your class Twitter account to be graded. Each submission also counts as a point for the Twitter regular credit assignment. Use the hashtag #YelpReviewEC in each tweet. You may submit more than ten reviews and the 10 highest scores will count for your grade.

The review itself must address the following six questions:

1. What is the historical site or museum? -OR- What kind of virtual event is it?
2. Who is the intended audience for the site? (Who is it for?)
3. What makes up the site? (A monument? A park? A building?)
4. What is the site's mission? Does it succeed?
5. How was the user interface for the tour?
6. What is your reasoning for the rating you gave?

### **Historical Landmark Sign:**

This opportunity focuses on historical landmark signs – signs that describe or explain a significant event that happened in that location. Historical Landmark Signs are found on the side of the road, at intersections, and on important buildings. There are several on Mason's Fairfax Campus, and several more in Old Town Fairfax. Find the sign and take an identifiable selfie with it or use your claimed avatar. You may submit **TEN** unique signs for one point each. There is no limit to how many you can submit in a week. Each submission also counts as a point for the Twitter regular credit assignment. Use the hashtag #LandmarkSignEC in each tweet. I will only count the first 10 historic landmarks selfies you submit – if a location is not a landmark, or if you are not clearly in the image, you will not earn the point.

### **Random Extra Credit:**

I will occasionally offer Random Extra Credit in class, in addition to the opportunities listed above. Random Extra Credit is calculated with the Historical Landmark Sign opportunity.

### **Schedule**

Week 1: August 22-28

*Office Hours Wednesday, August 24, 2:30-5:30 pm Eastern*

#### **August 24: Twitter Account set up**

*Silk Roads*, Part 1: Introduction. Part 2: The Documents, Sections 1-3.

*Ways of the World* Part 1: Chapter 1-2

Week 2: August 29 – September 4

*Office Hours Thursday, September 1, 2:30-5:30 pm Eastern*

#### **September 4: Topic due in Blackboard Assignment**

*Silk Roads*, Part 2: The Documents, Section 4-8.

*Ways of the World*: Part 2: Chapter 3-4.

Week 3: September 5-11

*Office Hours Thursday, September 8, 2:30-5:30 pm Eastern*

**September 6: Topic Reflection due in Blackboard Assignment**

**September 11: Preliminary Source List due in Blackboard Assignment**

*Islam in the Indian Ocean World*, Part 1: Introduction. Part 2: The Documents, Section 1.

*Ways of the World*: Part 2: Chapter 5-6

Week 4: September 12-18

*Office Hours Tuesday, September 13, 6:30 – 8 pm Eastern time; other evenings by appointment*

**September 12: Preliminary Source List Reflection due in Blackboard Assignment**

**September 18: Quiz #1 Part 1: Initial List Due in Blackboard Assignment**

*Islam in the Indian Ocean World*, Part 2: The Documents, Sections 2-4.

Week 5: September 19-25

*Office Hours Thursday, September 22, 2:30-5:30 pm Eastern*

**September 19: Preliminary Source List Reflection due in Discussion Board Thread**

**Quiz #1 Part 2: Discussion Board**

**September 19: Post list to assigned Discussion Board thread**

**September 19-23: Discuss lists with fellow group members**

**September 23: Post final revised list as a reply to first post**

*Islam in the Indian Ocean World*, Part 2: The Documents, Section 5-6.

*Ways of the World*: Part 3: Chapter 7-9

Week 6: September 26 – October 2

*Office Hours Thursday, September 29, 2:30-5:30 pm Eastern*

**October 2: Research Proposal Due in Blackboard Assignment**

*Experiencing the Thirty Years War*, Part 1: Introduction. Part 2: The Documents, Section 1-2

*Ways of the World*: Part 3: Chapter 10

Week 7: October 3-9

*Office Hours Thursday, October 4, 3:00-6:00 pm Eastern*

**October 3: Research Proposal Reflection due in Blackboard Assignment**

*Experiencing the Thirty Years War*, Part 2: The Documents, Section 3-5

*Ways of the World*: Part 3: Chapter 11-12

Week 8: October 10-16

*Office Hours Thursday, October 13, 2:30-5:30 pm Eastern*

**October 16: Quiz #2 Part 1: Initial List due in Blackboard Assignment**

*Experiencing the Thirty Years War*, Part 2: The Documents, Section 6-8

*Ways of the World*: Part 4: Chapter 13-14

Week 9: October 17-23

*Office Hours Thursday, October 20, 2:30-5:30 pm Eastern*

**Quiz #2 Part 2: Discussion Board**

**October 17: Post list to assigned Discussion Board thread**

**October 17-21: Discuss lists with fellow group members**

**October 21: Post final revised list as a reply to first post**

*The World Turned Upside Down*, Part 1: Introduction. Part 2: The Documents, Section 1-2.

Week 10: October 24-30

*Office Hours Thursday, October 27, 2:30-5:30 pm Eastern*

**October 30: Post Draft to assigned Workshop Week Discussion Board thread**

*The World Turned Upside Down, Part 2: The Documents, Section 3.*

*Ways of the World: Part 5: Chapter 15-16*

Week 11: October 31 - November 6

*Office Hours Thursday, November 3, 2:30-5:30 pm Eastern*

**October 31: Draft Reflection due in Discussion Board Thread**

**November 6: Workshop Week critiques due in your assigned Discussion Board thread**

*The World Turned Upside Down, Part 2: The Documents, Sections 4-6.*

*Ways of the World: Part 5: Chapter 17*

Week 12: November 7-13

*Office Hours Thursday, November 10, 2:30-5:30 pm Eastern*

**November 13: Quiz #3 Part 1: Initial List due in Blackboard Assignment**

*Abina & The Important Men: Part I: The Graphic History; Part II: The Transcript*

*Ways of the World: Part 5: Chapter 18-19*

Week 13: November 14-20

*Office Hours Thursday, November 17, 2:30-5:30 pm Eastern*

**Quiz #3 Part 2: Discussion Board**

**November 14: Post list to assigned Discussion Board thread**

**November 14-18: Discuss lists with fellow group members**

**November 18: Post final revised list as a reply to first post**

**November 20: Final Project Due in Blackboard Assignment**

*The Mexican Revolution, Part 1: The Introduction, Part 2: The Documents, Section 1.*

Week 14: November 22-28

*Office Hours Tuesday, November 22, 2:30-5:30 pm Eastern*

**Thanksgiving Holiday Break**

**November 21: Final Project Reflection due in Blackboard Assignment**

*The Mexican Revolution, Part 1: The Introduction, Part 2: The Documents, Section 2-4*

*Ways of the World: Part 6: Chapter 20-21*

Week 15: November 28 – December 3

*Office Hours Thursday, December 1, 2:30-5:30 pm Eastern*

**December 3: All outstanding assignments due by 11:59 pm.**

*The Mexican Revolution, Part 2: The Documents, Section 5-7*

*Ways of the World: Part 6: Chapter 22-23*

**Final Exam Submission Portal will become available 12:01 am Wednesday, December 7 and will close at 11:59 pm on Tuesday, December 13.**

**\*\*Please be advised, the syllabus may change. All changes will be posted to Blackboard.**