

SYLLABUS:

HI121 – World History I

University of Guam
CLASS (College of Liberal Arts and Social Sciences)
Course Format: Asynchronous Online
Semester: Summer

Instructor Contact Information:

Instructor: *Mark A. Ombrello Ph.D.*
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Phone: *808-631-7128*

(Note: This is not a toll-free number.)

Moodle Login: <https://moodle.uog.edu/>

Office Hours: *TBD*

Time Zone: *Honolulu, USA*

I live and work in Hawaii. I *do not* have a physical office on campus so you must contact me via the email address above or leave a message on my answering machine. I check my email daily, including weekends and holidays, and I usually reply within the same day that I receive a message. I am available at the phone number above during regular business hours (8:00AM – 5:00PM, Monday through Friday except for holidays). You can also contact me through our course interface in the UOG Moodle website.

At any point during this course, you are welcome to contact me via email with questions regarding grades, instructions, advisement, or even for personal issues. I check my email frequently and will typically respond to messages within 24 hours.

I have included a “*Student Forum*” in the course shell (Week Zero) where you can post any questions you might have regarding the class. I will post answers to your questions in this forum so that you, and anyone else with the same questions, can always refer back to the forum for answers. Students are also welcome to provide their own answers and feedback based on their own experience. Such sharing of information allows us all to help each other.

Course Description:

This course is a comprehensive study of World History from the formation of early complex societies to 1500.

Additional Course Description:

HI121 introduces students to key events and processes that have shaped world history from prehistory through the post-classical age (roughly 1500 C.E.) The purpose of the course is to develop greater understanding of such processes and events through the examination of different societies and human interactions. This course takes comparative approaches to highlight historical change in global frameworks and explores their causes and consequences via numerous lenses that include gender, ethnicity, political and social organization, culture, geography, and intellectual history.

Credits: 3 credit hours.

Textbook(s):

Textbooks can be purchased from the UOG Bookstore. If you cannot stop by the Bookstore, you can ask them about shipping your textbooks. Visit the UOG Bookstore website at <https://www.uog.edu/student-services/triton-bookstore> for more information.

The following textbook is required for this course:

- Bentley and Ziegler, *Traditions and Encounters: A Global Perspective on the Past*, Vol. 1 (4-6th eds.; McGraw-Hill)

Required Skills, Materials, and other Resources:

Taking online classes is very different from taking a traditional face-to-face class. There are certain skills and equipment needed as well as other resources such as Internet access. Here are some things you will need in order to take this class:

- Reliable access to a computer with broadband Internet access. Broadband Internet access is commonly available as cable Internet or DSL for residential customers. Many computer labs and Internet cafés also have broadband Internet access.
Note: A desktop or laptop computer is highly recommended. Mobile devices such as iPads, Android tablets, and smart phones are not recommended as they may have compatibility issues. You may use them for convenience to view most content for this class, but you should use a full computer for the more important class activities.
- This computer should also have the following:
 - [Mozilla Firefox](#) browser with Cookies enabled and the Pop-up Blocker disabled so that you can access and work in this class. Firefox is the most compatible browser for use with UOG Moodle.
 - MS Word and PowerPoint so that you can read, edit, or create documents and presentations for this class. Contact the [UOG Computer Center](#) to ask about Office365 which includes these Microsoft products. It may be included with your official GoTriton email account.
 - [Adobe Acrobat Reader](#) so that you can open PDF documents provided in this class.
 - A media player such as Windows Media Player or [VLC Player Free](#) so that you can play audio and video files provided in this class.
 - Virus and spyware protection so that you can protect yourself and your classmates while you are working on the Internet.
- You need to be comfortable enough with computers to perform the following tasks without help from anyone:
 - Send and receive email messages as well as send a message with an attachment.
 - Be able to find files on your computer that you have saved or downloaded.
 - Be able to navigate through web pages.
 - Be able to search for items on the Internet by using a search engine.
- You need to be able to communicate clearly and effectively in writing to help avoid miscommunications. And, you will need a good understanding of online etiquette (also known as “netiquette”). You can find some netiquette guidelines below under “Virtual Classroom Interaction”.
- You need to be self-motivated, disciplined, and you should have good time-management skills. Even though you can access this class at any time of the day on any day of the week, you still need to follow the set course schedule. You need to be able to manage your time and meet deadlines set for the class. **This is not a self-paced class. For an accelerated 5-week semester, you should be able to commit at least 20 hours per week to your course work.** Remember that procrastination can cause you more

problems online than in a face-to-face class. There are chances that your computer can crash; your Internet connection can drop; or the UOG Moodle system may become unavailable.

- You will need an account with the UOG Moodle system. This is the same system that you used to take the required Sexual Misconduct training before you could register for classes. If you have problems in the UOG Moodle system, please contact the UOG Moodle Help team by email at moodlehelp@triton.uog.edu or call (671) 735-2620.
- You will be expected to carefully read and follow instructions.
- You will be expected to keep track of deadlines and due dates.
- You will be expected to have all the skills and resources listed above.
- You will be expected to ask for help if and when you need it.

Human Systems and Organizations (General Education Tier Two Requirement)

HI121 fulfills the Human Systems and Organizations theme of the Diversity Foundation (Tier Two) for UOG's general education requirement. The Human Systems and Organizations theme evaluates "human systems and organizations from diverse viewpoints including cultural, ethical, political, economic, social and historical perspectives while explaining individual and/or institutional behavior and change." For more details, refer to page 80 in the course catalogue.

Program Learning Goals (PLOs):

This course fulfills the following UOG History program learning goals:

1. To be knowledgeable of major historical themes, developments, and events;
2. To read, interpret, and evaluate historical evidence carefully and analytically;
3. To develop skills in conducting independent historical research, including the ability to define a historical problem, locate appropriate evidence, organize information logically, and articulate findings clearly; and
4. To express their historical analyses clearly and persuasively both in written and oral forms.

Institutional Learning Objectives (ILOs)

This course fulfills the following UOG History institutional learning goals:

1. Mastery of critical thinking and problem solving
2. Mastery of quantitative analysis
3. Effective oral and written communication
4. Understanding and appreciation of culturally diverse people, ideas and values in a democratic context
5. Responsible use of knowledge, natural resources, and technology
6. An appreciation of the arts and sciences
7. An interest in personal development and lifelong learning

Learning Objectives for Students (SLOs):

Upon completion of this course, students should have achieved the following learning objectives:

1. Demonstrate the ability to communicate historical knowledge, interpretations, and arguments in a logical and clear manner
2. Show an understanding of the major concepts covered in the course;
3. Interpret and use primary sources

4. Exhibit an understanding of the political, social, economic, and cultural aspects of world history. To assist the student with this Student Learning Outcome, here is a brief description of these four traditions used by human societies to organize their affairs:

Political: How a society governs itself

Social: How a society structures social groups and families

Economic: How a society supports itself

Cultural: How a society explains and represents the world through such means as religion, philosophy, science, art, etc...

HI121 Student Learning Objectives (SLOs)	History PLOs	UOG ILOs	Assessment
1. To demonstrate the ability to communicate historical knowledge interpretations, and arguments in a logical and clear manner.	1, 2	1, 3, 4, 5, 6, 7	misc. assignments, "Show and Tell" discussions, primary source analysis exercises
2. To show an understanding of the major concepts covered in the course.	1, 2	1, 3, 4, 5, 6, 7	chapter quizzes, Edpuzzles, misc. assignments, "Show & Tell" discussions
3. To interpret and use primary sources.	1, 2, 4	1, 3, 4, 5, 6, 7	misc. assignments, "Show and Tell" discussions, primary source analysis exercises
4. To exhibit an understanding of the political, social, economic, and cultural aspects of world history to 1500.	1, 2, 4	1, 3, 4, 5, 6, 7	chapter quizzes, Edpuzzles, misc. assignments, "Show and Tell" discussions, primary source analysis exercises

Evaluation and Grading:

In order to determine whether students have achieved the course learning objectives, students will be evaluated and graded as follows:

Your grade will come from a combination of miscellaneous assignments, weekly quizzes, Edpuzzles, "Show and Tell" discussions, and primary source analysis assignments. Percentage weight for each component is detailed below. You are expected to submit the best quality work on time, and give timely peer feedback when it is required. All assignments need to be submitted no later than 23:59 CHST (Chamorro Standard Time) on the day they are due.

Note on late work:

Late work received within one week of the prescribed due date will be docked 20%. Any work submitted after that will be docked 40%. Due to the accelerated nature of the 5-Week format, all late work must be submitted by Monday of Week 4. No late work will be accepted for Week-5 assignments. In other words, Week 5 assignments must be submitted on time (the week they are assigned).

I will grade and return your work within one week after the due date.

Grading Methodology

Below is a breakdown of the grade distribution for this course as well as how percentages translate to letter grades for the course:

- 15% – Chapter Quizzes
- 20% – Show and Tell Discussions
- 30% – Primary Source Analysis Assignments
- 35% – Edpuzzles & Miscellaneous Assignments

100% TOTAL

A = 90% - 100%

B = 80% - 89%

C = 70% - 79%

D = 60% - 69%

F = 0% - 59%

Assignments and Assessments

The following general guidelines detail each of the assessments and assignments you will be working on throughout the semester. As mentioned, all writing assignments need to be submitted using no later than 23:59 CHST (Chamorro Standard Time) on the day they are due.

Chapter Quizzes (15%):

You are responsible for answering a number of multiple-choice questions that cover content from the week's materials. **These quizzes are easy points and designed to boost students' grades** whilst serving as an exercise that reinforces the basic concepts, events, peoples, and societies examined for the week.

"Show and Tell" Discussions (20%):

These assessments ask students to share their thoughts and historical/historiographical analyses of germane topics covered during the week based on materials such as interactive websites, videos, assigned readings, and images appearing on the weekly interfaces. Students will have the option to share their observations in written, audio, or video formats. Finally, these assignments will require students to respond to each other's work, providing insight and developing an academic conversation.

Postings are demonstrations of your ability to communicate effectively and professionally as well as of your ability to understand and use the information you are learning in the class. Discussion posts are very important in evaluating your performance.

Here are some tips on what types of comments or questions to contribute:

Make meaningful critical comments and connections between things and ideas, spark further debate, or offer critical criticism of something. Be careful not to provide a mere opinion that stops a conversation in its tracks like, "It was interesting" or "I never knew that."

Good critical questions should be open-ended and leave room for interpretation, varying points of view, and further discussion. They are what we call "High Order Thinking" (HOTs) questions that often begin with "How," "Why," or "In what way."

Primary Source Analysis Assignments (30%):

Throughout the semester, students will work on primary source analysis assignments. Each one covers a topic germane to that week's materials. These assignments will be done online and will require students to meet deadlines.

Edpuzzles and Miscellaneous Assignments (35%)

Edpuzzles: Edpuzzles are interactive videos covering germane topics accessible by links located on the subpages for each week. Students are required to watch the videos and respond to content questions embedded in the presentations in real time. Answers are automatically graded and housed in the Edpuzzle class page. These results will be transcribed into the Moodle grade book by the instructor accordingly.

You will also have a number of miscellaneous assignments to complete. These activities can range from crosswords to offering your ideas in group Padlet pages. Like the chapter quizzes, these assignments provide you opportunities to collect easy points. They also serve to meet the learning objectives of the lessons.

Course Format and Pacing:

This is a fully online asynchronous 5-week course. Given the comprehensive nature of a World History survey, this class will cover a significant amount of material. In order to meet the required course objectives, you will need to carefully follow instructions and quickly familiarize yourself with the organization and flow of the Moodle course shell.

The course is organized weekly. **Each weekly set of interfaces house the course materials with half of the assignments due on Thursday and the remaining assignments due on Sunday** (see late penalties in the section titled, "Grades", below for further details regarding missing deadlines).

All assignments are clearly listed in checklists located on the main weekly interface page. These assessments can be submitted directly through that page with one exception: Edpuzzle assignments require that you register into the class Edpuzzle site (see the course interface for more details).

Please note that this is not a self-paced course and the class schedule will be strictly followed according to the syllabus and interfaces. Again, if you have any questions or concerns, do not hesitate to contact me. Students should be prepared to spend a minimum of 20 hours a week on course materials and assignments. In our online course environment, my expectation is that you will be spending 3 "class hours" on your own working on the concepts that you would usually get in a live lecture. Please be sure to budget your time accordingly.

Course Withdrawal

[UOG Student Handbook, p.33-34]

Students may withdraw from a class or classes during the first week of instruction of a regular semester and the first two days of a summer session without anything being recorded on their transcripts. From the second through the eighth week of instruction of a regular semester and from the third day of classes through the third week of a summer term, students may withdraw by using the Withdrawal feature in their Webadvisor account.

Plagiarism:

In line with our School's program intent in developing ethical professionals, students must adhere to honesty and giving credit (where applicable) to cite sources on exams and assignments, respectively. Absolutely no credit/points will be granted for work where cheating (exams/tests) and plagiarism are observed.

Accommodations for students with disabilities:

If you are a student with a disability who will require an accommodation(s) to participate in this course, please contact me privately to discuss your specific needs. You will need to provide me with documentation concerning your need for accommodation(s) from the University of Guam's EEO/ADA Office. If you have not registered with the EEO/ADA Office, you should do so immediately at 735-2243/2244/2971 to coordinate your accommodation request.

Course Schedule

Materials for each week will become available the Wednesday before the actual week. Be sure to meet the prescribed deadlines.

Date	Scheduled Activity	Assignment
Week 0 Before May 28 *Thursday Deadline	Course Introduction	<ul style="list-style-type: none">• Ice breaker (*Padlet Self-Intro)• Review syllabus carefully• Test Moodle access• *Edpuzzle: How to Use Edpuzzle• *Edpuzzle: Avoiding Plagiarism
Week 1 May 28-31 Thursday Deadline	Before History <u>Key Concepts, Terms and Things to Consider:</u> Prehistory, Olduvai Gorge, Hominid, Australopithecus, Homo erectus, Homo sapiens, Paleolithic, Neolithic, Catal Huyuk	<ul style="list-style-type: none">• Read Chapter 1: "Before History"• View: <i>The Incredible Human Journey, Lucy in the Sky with Diamonds</i>• Chapter 1 Quiz• Check out Interactive Website• Complete Padlet exercise• "Show and Tell" Discussion 1
Week 1	Early Societies in Southwest Asia and the Indo-European Migrations	<ul style="list-style-type: none">• Read Chapter 2: "Early Societies in Southwest Asia & the Indo-European Migrations"

Thursday Deadline	<p><u>Key Concepts, Terms and Things to Consider:</u></p> <p>Complex Society, Mesopotamia, Tigris and Euphrates, Sumer, Babylon, Hammurabi's Code, Assyria, ziggurat, cuneiform, <i>Epic of Gilgamesh</i>, Indo-Europeans, Hittites</p>	<ul style="list-style-type: none"> • Edpuzzle: Mesopotamia • Chapter 2 Quiz • View: <i>Epic of Gilgamesh</i> • Complete Padlet exercise • Complete Primary Source Analysis 1: Hammurabi's Code
Week 1 Sunday Deadline	<p>Early African Societies and the Bantu Migrations</p> <p><u>Key Concepts, Terms, & Things to Consider:</u></p> <p>Nile, Egypt, Menes, Nubia, Kush, Hyksos, Hatshepsut, <i>kandake</i>, hieroglyphics, Meroitic writing, pyramids, Bantu</p>	<ul style="list-style-type: none"> • Read Chapter 3: "Early African Societies & the Bantu Migrations" • Edpuzzles: Ancient Egypt, Africa's Great Civilizations • Chapter 3 Quiz • View video: <i>"Why We Are Overdue to Know the Brilliance of African Civilizations"</i> • Complete Padlet Exercise
Week 1 Sunday Deadline	<p>Early Societies in South Asia</p> <p><u>Key Concepts, Terms, and Things to Consider:</u> Harrapa, Mohenjo-Daro, Aryans, samsara Caste System, sati, Upanishads, Vedas, karma, moksha</p>	<ul style="list-style-type: none"> • Read Chapter 4: "Early Societies in South Asia" • Edpuzzle: "The Empire of the Spirit" • Chapter 4 Quiz • Indian Religious Terms Crossword Quiz
Week 1 Sunday Deadline	<p>Early Societies in East Asia</p> <p><u>Key Concepts, Terms, and Things to Consider:</u></p> <p>Yangshao, Xia, Erlitou, Shang, Oracle bones, Zhou, "Warring States Period", <i>Book of Songs</i>, Mandate of Heaven</p>	<ul style="list-style-type: none"> • Read Chapter 5: "Early Societies in East Asia" • Edpuzzle: The Mandate of Heaven • Chapter 5 Quiz • "Show & Tell Discussion 2: Dynastic Cycle and the Mandate of Heaven"
Week 2 6/03-6/07 Thursday Deadline	<p>Early Societies in the Americas and Oceania</p> <p><u>Key Concepts, Terms, and Things to Consider:</u> Mesoamerica, Olmecs, Maya, Tikal, <i>Popol Vuh</i>, Teotihuacan, Pyramid of the Sun, Mochica, Austronesians, Lapita</p>	<ul style="list-style-type: none"> • Read Chapter 6: "Early Societies in the Americas and Oceania" • View Khan Academy Video • Complete Pre-Columbian Americas Quiz • Edpuzzle: Mesoamerica • View TedEd Video on Wayfaring • Complete Wayfaring Quiz • Chapter 6 Quiz
Week 2 Thursday Deadline	<p>The Empires of Persia</p> <p><u>Key Concepts, Terms, and Things to Consider:</u> Achaemenids, Cyrus, Darius, Persepolis, Persian legal code, Persian Royal Road, Xerxes, Persian Wars, Alexander the Great, Seleucids, Parthians, Sasanids, Zoroastrianism</p>	<ul style="list-style-type: none"> • Read Chapter 7: "The Empires of Persia" • Edpuzzles: Classical Civilizations, the Persians and the Greeks • Primary Source Analysis 2: Battle of Thermopylae • Chapter 7 Quiz
Week 2 Sunday Deadline	<p>The Unification of China</p> <p><u>Key Concepts, Terms, and Things to Consider:</u> Zhou dynasty, Han dynasty, Confucius, Legalism, Daoism, Qin,</p>	<ul style="list-style-type: none"> • Read Chapter 8: "The Unification of China" • Edpuzzles: 2000 Years of Chinese History, Schools of Thought, The Qin & Han Dynasties

	Zhou dynasty, Han dynasty, Confucius, Legalism, Daoism, Qin, Shihuangdi, <i>Analecets, junzi</i> , filial piety, Mencius, Laozi, <i>wuwei</i> , Sima Qian, Imperial university system, <i>Admonitions for Women</i>	<ul style="list-style-type: none"> • View Destroying the Death Star Scene from <i>Star Wars</i> • Complete Padlet Exercise: Destroying the Death Star in Daoist Fashion • Chapter 8 Quiz
Week 2 Sunday Deadline	<p>State, Society, and the Quest for Salvation in India</p> <p><u>Key Concepts, Terms, and Things to Consider:</u> Chandragupta Maurya , <i>Arthashastra</i>, Ashoka, Buddhism, Siddhartha Guatama, Four Noble Truths, Jainism, <i>ahimsa</i>, <i>Bhagavad Gita</i>, <i>dharma</i>, <i>Mahabharata & Ramayana</i></p>	<ul style="list-style-type: none"> • Read Chapter 9: “State, Society, and the Quest for Salvation in India • Edpuzzles: Classical Civilizations (India), The Rise of the Gupta Empire • "Show and Tell" Discussion 3: Bhagavad Gita Comic • Chapter 9 Quiz
Week 3 6/10-6/14 Thursday Deadline	<p>Mediterranean Society: The Greek Phase</p> <p><u>Key Concepts, Terms, and Things to Consider:</u> Myceneans, Sparta, Athens, Persian Wars, Peloponnesian War, Phillip II, Alexander the Great, Alexandria, Socrates, Plato, Aristotle, Epicureans, Stoics</p>	<ul style="list-style-type: none"> • Read Chapter 10: “Mediterranean Society: The Greek Phase” • Edpuzzles: Ancient Greece in 18 Minutes. The Greek Philosophers • Primary Source Analysis 3: How Democratic Was Ancient Athens? • Chapter 10 Quiz
Week 3 Thursday Deadline	<p>Mediterranean Society: The Roman Phase</p> <p><u>Key Concepts, Terms, and Things to Consider:</u> Estrucans, Carthage, Punic Wars, <i>latifundia</i>, Julius Caesar, <i>pax romana</i>, Augustus, Coliseum, Stoicism, Jesus of Nazareth, Paul of Tarsus, <i>pater familias</i>, Spartacus</p>	<ul style="list-style-type: none"> • Read Chapter 11, “Mediterranean Society: The Roman Phase” • Edpuzzle: Ancient Rome in 20 Minutes • Primary Source Analysis 4: What Kind of Leader Was Augustus? • Chapter 11 Quiz
Week 3 Sunday Deadline	<p>Cross-Cultural Exchanges on the Silk Roads</p> <p>Key Concepts, Terms, and Things to Consider: Han dynasty, Zhang Qian, Chang’an, Antioch, Buddhism, Nestorians, Manichaeism, Sinicization, Constantine, Hypatia of Alexandria</p>	<ul style="list-style-type: none"> • Read Chapter 12: “Cross-cultural Exchanges on the Silk Roads” • Edpuzzle: The Silk Road • Silk Road Map Matching Quiz • Chapter 12 Quiz
Week 3 Sunday Deadline	<p>The Commonwealth of Byzantine <u>Key Concepts, Terms, and Things to Consider:</u> Constantinople, caesaropapism, Justinian, Theodora, Hagia Sophia, <i>Corpus iurus</i> (coninued),</p>	<ul style="list-style-type: none"> • Read Chapter 13: “The Commonwealth of the Byzantine” • Edpuzzle: The Rise and Fall of the Byzantine Empire • Chapter 13 Quiz

	<p><i>theme system, bezant, Council of Nicea, the Fourth Crusade, Ottomans, Cyrillic</i></p>	
<p>Week 3 Sunday Deadline</p>	<p>The Expansive Realm of Islam <u>Key Concepts, Terms, and Things to Consider:</u> Muslim, <i>dar-al-Islam</i>, Muhammad, Khadija, <i>hijra</i>, Ka'ba, <i>hajj</i>, Quran, 5 Pillars of Islam, <i>sharia</i>, caliph, Abu Bakr, Sunni, Shia, Umayyad, <i>jizya</i>, Abu al-Abbas, Abbasid dynasty, Cordoba, Sufis, <i>The Arabian Nights</i>, Ibn Rushd, caravanserais</p>	<ul style="list-style-type: none"> • Read Chapter 14: "The Expansive Realm of Islam" • Edpuzzle: Islam • Primary Source Analysis 5: How Did the Early Islamic Empires Expand? • Chapter 14 Quiz
<p>Week 4 6/17-6/21 Thursday Deadline</p>	<p>The Resurgence of Empire in East Asia <u>Key Concepts, Terms, and Things to Consider:</u> Sui dynasty, the Grand Canal, Tang dynasty, Taizong, civil service exams, Song dynasty, Khitans and Jurchens, Chang'an, age of innovation, Buddhism, Chan Buddhism, Zhu Xi, Neo-Confucianism, Mongols, Silla dynasty, Nara, Heian, <i>Tale of Genji</i>, Kamakura shogunate, Muromachi</p>	<ul style="list-style-type: none"> • Read Chapter 15: "The Resurgence of Empire in East Asia" • Edpuzzle: The Tang Dynasty, Japan (Heian Aristocracy), History of Korea • Primary Source Analysis 6: The Belief Systems of Ancient Korea • Chapter 15 Quiz
<p>Week 4 Thursday Deadline</p>	<p>India and the Indian Ocean Basin <u>Key Concepts, Terms, and Things to Consider:</u> White Huns, Islam, Delhi sultanate, Chola, Vijayanagar, Hinduism, Vishnu and Shiva, <i>bhakti</i>, Funan, Srivijaya, Angkor, Melaka</p>	<ul style="list-style-type: none"> • Read Chapter 16: "India & Indian Ocean Basin" • Edpuzzle: Development of South and Southeast Asia • "Show and Tell" Discussion 4: Indian Cultural Diffusion • Chapter 16 Quiz
<p>Week 4 Sunday Deadline</p>	<p>The Foundations of Christian Society in Western Europe <u>Key Concepts, Terms, and Things to Consider:</u> Germanic tribes, Franks, Clovis, Charlemagne, <i>missi dominici</i>, Louis the Pious, Vikings, Newfoundland, King Alfred, Holy Roman Empire, <i>feudalism</i>, monasticism</p>	<ul style="list-style-type: none"> • Read Chapter 17: "The Foundations of Christian Society in Western Europe" • Edpuzzle: The Dark Ages • Primary Source Analysis 7: The Middle Ages • Chapter 17 Quiz
<p>Week 4 Sunday Deadline</p>	<p>Nomadic Empires and Eurasian Integration</p>	<ul style="list-style-type: none"> • Read Chapter 18: "Nomadic Empires and Eurasian Integration"

	<p><u>Key Concepts, Terms, and Things to Consider:</u> Turkish tribes, khan, Saljuk Turks, Mahmud of Ghazni, Delhi sultanate, Mongol, Chinggis Khan, Khubilai Khan, Yuan dynasty, Marco Polo, <i>kamikaze</i>, ilkhans, bubonic plague, Tamerlane</p>	<ul style="list-style-type: none"> • Edpuzzle: The Rise and Fall of the Mongol Empire • Chapter 18 Quiz
<p>Notice: All Missing Work from Weeks 1-4 Must Be Submitted by Monday of Week 5 to Receive Credit</p>		
<p>Week 5 6/24-6/28 Saturday Deadline</p>	<p><u>Key Concepts, Terms, and Things to Consider:</u> Bantu-speaking tribes, iron metallurgy, bananas, kinship, Kongo, trans-Saharan trade, camel, gold, slaves, Ghana, Mali, Mansa Musa, Islam, animism, Swahili city-states, Kilwa, Great Zimbabwe</p>	<ul style="list-style-type: none"> • Read Chapter 19, "States and Societies of Sub-Saharan Africa" • Edpuzzle(s): Mansa Musa and Islam in Africa, Ancient African Civilizations • Primary Source Analysis 8: Mansa Musa • Chapter 9 Quiz
<p>Week 5 Saturday Deadline</p>	<p>Western Europe During the High Middle Ages <u>Key Concepts, Terms, and Things to Consider:</u> Holy Roman Empire, Otto the First, Canossa, Hugh Capet, Normans, Italian city-states, Iberian Peninsula, agricultural output, Urbanization, chivalry, guilds, cathedral schools, St. Thomas Aquinas, the crusades</p>	<ul style="list-style-type: none"> • Read Chapter 20: "Western Europe During the High Middle Ages" • Edpuzzle(s): What is Historiography?, The Middle Ages in 3 1/2 Minutes, Terry Jones "Medieval Lives (The Peasant)" • Complete Historiography Crossword • "Show and Tell Discussion 5: Historiographical Reflections of "Life of a Medieval Peasant" • Chapter 20 Quiz
<p>Week 5 Saturday Deadline</p>	<p>Worlds Apart: The Americas and Oceania <u>Key Concepts, Terms, and Things to Consider:</u> Toltecs, Tula, Mexica, Aztec, Tenochtitlan, slaves, Huitzilopochtli, Cahokia, Inca, <i>quipu</i>, Inti, Australian aborigines, <i>ali'i nui marae</i>, Nan Madol</p>	<ul style="list-style-type: none"> • Read Chapter 21: "Worlds Apart: The Americas and Oceania" • Edpuzzle(s): Native American Societies, Aztec Empire, Rise of the Inca Empire • "Show and Tell" Discussion 6: Guampedia's Micronesia and World Milestones • Chapter 21 Quiz
<p>Week 5 Saturday Deadline</p>	<p>Reaching Out: Cross-Cultural Interactions <u>Key Concepts, Terms, and Things to Consider:</u> Marco Polo, Ibn Battuta, magnetic compass, Pope Innocent IV, bubonic plague, Ming dynasty, Zheng He, Renaissance, Humanism</p>	<ul style="list-style-type: none"> • Read Chapter 22: "Reaching Out: Cross-Cultural Interactions" • Edpuzzle(s): Marco Polo Explained, Indian Ocean Trade • Travels of Marco Polo Map Quiz • Chapter 22 Quiz

Virtual Classroom Interaction:

There are a number of things to keep in mind with regards to interaction in the virtual classroom.

- **Communicating with the Instructor**
- At any point during this course, you are welcome to contact me via email with questions regarding grades, instructions, advisement, or even for personal issues. I check my email frequently and will typically respond to messages within 24 hours.
- I have included an “*Ask the Instructor*” forum in the class where you can post any questions you might have regarding the class. I will post answers to your questions in this forum so that you, and anyone else with the same questions, can always refer back to the forum for answers. Students are also welcome to provide their own answers and feedback based on their own experience. Such sharing of information allows us all to help each other.
- **Communicating with Classmates**
- In the virtual classroom, you will see a “Participants” list in the left column. This will include links to all students enrolled in the class. You will be able to send messages through this system or you can send them email messages directly.
- **Online Etiquette (aka: Netiquette)**
- Do not SHOUT. Using All Caps when you type is considered to be “shouting” online. Remember to turn off your Caps Lock.
- Be prompt. Follow class schedules and respond to email messages promptly.
- Participate. Participation is part of your grade and also helps to move the class along.
- Especially for group activities, be sure to do your share of the work.
- No flaming, trolling, or cyber-bullying. You are all expected to be respectful and professional. If you have any concerns with classmates, please contact your instructor regarding the problem.
- Stay on topic and try to back up any claims or statements that you make.
- Do not dominate any discussion. Give other students the opportunity to join in the discussion.
- Use and cite credible sources. Do not plagiarize.
- Avoid jokes and sarcasm as these are often misinterpreted online. Use emoticons if they will help to convey the tone of your message.
- Always re-read what you type before you send it. Remember that you cannot take back anything that you post. Also remember that people cannot see you or hear you. That means that they cannot see your body language or hear the tone of your voice. They can only rely on what you type. So, try to make sure that what you type cannot be misinterpreted. Be clear and brief.
- Be patient and open-minded. Do not judge others or jump to conclusions. Remember that, just as others might misunderstand you might misunderstand them. If something sounds confusing or offensive, ask for clarification before you jump to conclusions. Never respond out of emotion because what you say online can stay online and may be used against you in the future.
Also remember that other students may not be native English speakers and may have difficulty in saying what they really mean online.
- Respect the privacy of others. Do not post or communicate personal or confidential information in the virtual classroom.

Student Support:

The following is a list of resources that students can turn to when they need support:

Problems with the course instructions or other content?

Contact your Instructor for clarification and assistance.

Technical problems with UOG Moodle system?

Contact the UOG Moodle Help team by email at moodlehelp@triton.uog.edu or by phone at (671) 735-2620.

UOG Library Resources and services

Go online to <https://www.uog.edu/student-services/rfk-library/>

Student Services

Go online to <https://www.uog.edu/student-services/enrollment-management-student-success/> to contact the Admissions and Records office, Financial Aid office, Student Life office, Housing and Residence, Counseling, Student Health, and other services.