

# Grants Collection

Armstrong State University



UNIVERSITY SYSTEM  
OF GEORGIA

Hongjie Wang and Caroline Hopkinson

---

# World Civilization I

---





## Grants Collection

Affordable Learning Georgia Grants Collections are intended to provide faculty with the frameworks to quickly implement or revise the same materials as a Textbook Transformation Grants team, along with the aims and lessons learned from project teams during the implementation process.

Each collection contains the following materials:

- **Linked Syllabus**
  - The syllabus should provide the framework for both direct implementation of the grant team's selected and created materials and the adaptation/transformation of these materials.
- **Initial Proposal**
  - The initial proposal describes the grant project's aims in detail.
- **Final Report**
  - The final report describes the outcomes of the project and any lessons learned.



Unless otherwise indicated, all Grants Collection materials are licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).

# Initial Proposal

---

## Application Details

---

### Manage Application: ALG Textbook Transformation Grants Round 8

---

**Award Cycle:** Round 8

**Internal Submission Deadline:** Sunday, December 11, 2016

---

**Application Title:** 280

**Application ID:** #001273

**Submitter First Name:** Hongjie

**Submitter Last Name:** Wang

**Submitter Title:** Associate Professor

**Submitter Email Address:** hongjie.wang@armstrong.edu

**Submitter Phone Number:** 912-344-3130

**Submitter Campus Role:** Proposal Investigator (Primary or additional)

**Applicant First Name:** Hongjie

**Applicant Last Name:** Wang

**Co-Applicant Name(s):** --

**Applicant Email Address:** hongjie.wang@armstrong.edu

**Applicant Phone Number:** 912-344-3130

**Primary Appointment Title:** Associate Professor

**Institution Name(s):** Armstrong State University

**Submission Date:** Monday, December 12, 2016

---

**Team Members (Name, Title, Department, Institutions if different, and email address for each):**

Hongjie Wang

Associate Professor of History

Hongjie.Wang@armstrong.edu

Caroline Hopkinson

Reference Librarian,

Caroline.Hopkinson@armstrong.edu

**Sponsor, (Name, Title, Department, Institution):**

Robert Smith

Provost and Vice President for Academic Affairs

Armstrong State University

**Proposal Title:** 280

**Course Names, Course Numbers and Semesters Offered:**

Civilization I

HIST 1111

Spring, Summer and Fall semesters every year

**Average Number of Students per Course Section:** 36

**Number of Course Sections Affected by Implementation in Academic Year:** 8

**Total Number of Students Affected by Implementation in Academic Year:** 288

**List the original course materials for students (including title, whether optional or required, & cost for each item):** Robert W. Strayer, Ways of the World: A Brief Global History with Sources, Volume 1: (to 1500). Second Edition. (Bedford/St. Martin's, 2012) Required Price: \$83.85

**Requested Amount of Funding:** 5800

**Original per Student Cost:** 83.85

**Post-Proposal Projected Student Cost:** 0

**Projected Per Student Savings:** 83.85

**Projected Total Annual Student Savings:** 24,148.80

**Creation and Hosting Platforms Used ("n/a" if none):**

Desire2Learn

LibGuides

**Proposal Category:** Specific Top 100 Undergraduate Courses

**Final Semester of** Fall 2017

**Instruction:**

**Project Goals:**

This project aims to transform Dr. Hongjie Wang's current World Civilization I class (HIST1111, core course listed under Area B-Global Perspectives and required for all history majors) into one with online readings and new assignments and assessments by replacing originally required expensive print textbooks and adopting free digital textbooks and primary sources on the internet (main target resource sites include MERLOT, OpenStax, The Internet Classics Archive, Historical Text Archive and free resources through Library of Congress) and library subscription resources (such as JStor, Films on Demand, Oxford Journal Online). The implementation of the project not only brings huge savings for students taking this popular class at Armstrong State University (\$24,148.80 total savings for about three hundred students per academic year), but also enhances students' information literacy by directing them to determine the nature and extent of materials online, select information resources, and evaluate information for currency, relevance, bias, authority and accuracy. The grant will help us redesign the current course, evaluate and choose appropriate online resources, and develop workable course websites (including a formal course site on Desire2Learn and LibGuides, a reference site hosted by Armstrong's Lane Library). This project will also serve as a model for the faculty of the History Department and the College of Liberal Arts at Armstrong to explore new methods of instruction and assessment based on free online materials in this digital age.

**Statement of Transformation:**

The transformation of the current HIST1111 World Civilization I class includes the replacement of the traditional expensive textbooks (the main textbook currently in use is *Ways of the World*, Bedford/St. Martin's, 2012, \$83.85) with online materials that are freely available to students. Dr. Hongjie Wang (PhD in History from Brown University) with eight years of teaching experience in world history, will redesign the current course, develop new assignments and assessment tools, evaluate online materials, and create a new website on Desire2Learn and an additional reference site for the class with the assistance of his team partner Caroline Hopkinson (librarian and reference specialist). The instructor, the students and the faculty in the History Department at Armstrong will all be positively affected by the transformation—the instructor will enrich and diversify his teaching methods by adopting new learning materials; and the students taking this class will save money on books and gain useful skills in information literacy for the 21<sup>st</sup> century (such as determining the nature and extent of source materials needed to complete a project or explore a topic, critically selecting and evaluating materials, and responsibly integrating and documenting sources from internet). Further, this

new class will be the first history class at Armstrong to adopt free online textbooks. Through multiple arrangements of teaching demonstrations, class observations and discussions, this project will create a replicable model for the rest of the faculty in the History Department (15 professors who teach a total of more than 50 courses per semester). These faculty will have a template for developing courses that similarly have a positive impact on pedagogy and lower the cost of college for students.

### **Transformation Action Plan:**

The steps to accomplish this transformation include (detailed timeline will be provided in next section):

- 1) In Spring semester of 2017, our team will identify, review and select new course materials from reliable internet resource hubs and databases, i.e. MERLOT, OpenStax, The Internet Classics Archive, Historical Text Archive, etc. For example, concerning the topic of Silk Road, this new class will instruct students to explore the rich information provided by the Silk Road Studies Program of Central Asia and Caucasus Institute (<http://www.silkroadstudies.org/>) and participate in the discussions with specialists on the forums on the site. Meanwhile, students will be asked to examine the primary source materials on the topic through Silk Road Seattle Project hosted by University of Washington (<https://depts.washington.edu/silkroad/texts/texts.html>), which offers colorful readings on Silk Road from different perspectives (ie. Chinese, Turkish, Italian) during different time periods (ie. late classical era, medieval, and early modern).
- 2) In Spring semester of 2017, we'll design a new syllabus with detailed links of new online readings, assignments and assessment tools including topic discussions, website evaluations, research projects and map explorations.
- 3) By the end of Summer semester 2017, develop both a main course website with all discussion forums and quiz questions and assignment submission dropboxes on Desire2Learn and a reference page with information about research tools and online resources guide on the school's library website. The website on D2L will be accessible to all students taking the class through the Port of Armstrong eClassroom, and the reference page on the library site will be available to the public.
- 4) during the fall semester of teaching in 2017, we will monitor students' progress in the class by checking students' involvement in learning activities on the course website (function provided by D2L).
- 5) throughout the teaching semester (and each semester thereafter), we will assess project's impact on student success by collecting and analyzing the numbers and rates of Drop, Fail, and Withdraw as well as midterm and final grades during and at the end of semester. Midterm surveys and one-on-one interviews will also be conducted to help the instructor adjust reading

materials and assessment tools and improve teaching effectiveness during the semester.

6) During and after the fall semester of 2017, this class will arrange at least two class observations and faculty discussions to share the ideas and methods of adopting free online materials in teaching world history. At least one teaching demo or forum will be arranged to share experience in adopting free internet sources.

7) In the spring semester of 2018 (and every semester thereafter), based on students' evaluations and feedbacks and faculty colleagues' suggestions and critiques, we will conduct a full evaluation of the effectiveness of the reading materials and student assessment tools, and adjust and enrich the readings accordingly; such evaluations of readings will be conducted each semester thereafter.

Work distributions:

Dr. Hongjie Wang (course instructor and team leader) will be responsible for drafting the course syllabus, designing course organization and topics, targeting/evaluating/selecting reading materials for class, developing course assignments and assessment tools, and building the website on Desire2Learn. Dr. Wang will also be responsible for organizing teaching demos, faculty observations and evaluation meetings of teaching materials during and at the end of the semester of teaching.

Caroline Hopkinson (librarian and reference specialist) will help to identify information resources (both library subscription and those that are open source on the Web), find open source illustrations, help devise learning activities that support information literacy learning objectives, as well as create a reference guide page for students to consult during the course.

Course websites availability

The main course website on D2L will be open to all students taking this class; the reference guide page, hosted on the Armstrong library site, is open-accessed and available to all of the campus and the general public.

**Quantitative & Qualitative Measures:** Quantitative measures will include DFW Rate—tracking numbers and rates of students who drop, fail, or withdraw from the class (DFW) for each semester. Student performance—collecting data on their performance on quizzes, exams and other assignments at the end of semester. Class registration rate—Every academic year, tracking changes in registration rate (including the number of students on waiting list) in compare with the same courses offered by other faculty taught with traditional textbooks—supported by Registrar Office through SHIP banner system. Qualitative measures will include Students evaluation—the standard student class evaluation (SmartEval adopted by Armstrong) at the end of the semester. Midterm student feedback—a midterm class survey for comments and concerns from students (which will be used for adjustments in selecting readings and designing assessment tools). Post-course survey—a post-class survey at the end of semester, asking for comments and suggestions for future improvements to the class. One-on-one interviews with selected students about their experience in the class at the end of semester (interviewees will be chosen based on their classroom performances to cover diverse groups—at least three students will be selected respectively from students with high, medium and low grades). Long-term follow-up of students—we plan to conduct surveys or interviews with a number of students who finish this class and continue taking other humanities and social sciences courses which are taught with traditional textbooks. We hope to learn their comparisons about the effectiveness of the two kinds of courses based on their direct learning experiences. Student Assistants may be recruited to help fulfill this mission. We plan to conduct the first round of survey in the following semester of the implementation of the course. Peer observation—for each semester, at least two faculty members from the department will be invited to observe the lectures and review course materials, who will write peer

observation reports. Teaching Demonstrations and Department and College Forums—for each semester, we plan to organize at least one teaching demo and one teaching forum among department and college colleagues to present the use of the new materials and assessment tools, as well as course websites, inviting comments and suggestions. Both the quantitative and qualitative data collected will be utilized in the final report as well as within ALG program communications.

### **Timeline:**

Jan. 9, 2016. Upon receipt of notice of award, project starts with a formal meeting among team members and other parties involved (i.e. Department head, Department secretary, and student assistants if available).

Jan. 30, 2017. The whole team will participate ALG kick-off meeting.

March 1, 2017. Completion of the first round of internet resources research, locating reliable and accessible resources. Arrange monthly team meeting to report progress.

April 1, 2017. Completion of the draft syllabus of the class with major topics and draft assignments developed. Arrange monthly team meeting to report progress.

May 1, 2017. Completion of the second round of internet research for specific materials appropriate to the class being designed. Arrange monthly team meeting to report progress.

June 1, 2017. Completion of polished syllabus for the class with detailed class materials and assignments. Arrange monthly team meeting to report progress.

July 1, 2017. Meeting among team members and all other parties (department head, department secretary, ITS Dept) involved to determine the building of websites for classes.

Aug 1, 2017. Completion of the design of course websites, seek evaluations from faculty and students. All assigned materials and workable links will be tested. Arrange monthly team meeting to report progress.

Aug. 15, 2017. Begin implementation of the course.

Sep. 1, 2017. Collect Drop and Withdrawal data. Arrange monthly team meeting to report progress.

Oct. 1, 2017. Conduct midterm survey to gather students' feedbacks. Conduct peer observations. Arrange monthly team meeting to report progress.

Nov. 1, 2017. Completion design of class evaluation survey. Conduct one-on-one interviews with selected students. Arrange monthly team meeting to report progress.

Dec 1-15, 2017. End of semester, summative assessment using DWF and student performance data for the whole semester, completion of final report.

Jan. 1, 2017. Review teaching materials and assessment tools, make adjustments and modifications based on students' evaluations and performances.

Feb 1, 2018. Arrange teaching demo and forum in History Department and Liberal Arts College to share teaching experience and gather suggestions and comments, in hopes of improving this class in the future and setting a workable model for more faculty interested in adopting affordable textbooks and free online sources.

Mar. 1, 2018. Track students from the class who are taking other humanities and social sciences courses taught with traditional textbooks and conduct follow-up interviews. Student Teaching Assistants may be needed.

Note: this is a long process and we will make sure to conduct a full review of the course materials (based on students' responses and faculty's comments) in order to make adjustments and improvements.

### **Budget:**

Total: \$5,800

\$5,000 overload compensations

The instructor (Dr. Wang) will receive \$4000 overload compensations during the semester of the implementation of the course for designing and teaching the course, conducting all surveys and evaluations, organizing teaching demo and forum, and communicating with other involved parties from the department and college.

The team member (Ms. Hopkinson) will receive \$1000 to support her research, skill improvements as librarian and reference specialist, and travel to professional conferences during the academic year.

\$800 for two team members to attend the required in-person kickoff meeting on Jan. 30, 2017

### **Sustainability Plan:**

Once the redesign of History 1111 Civilization I is completed there will be no significant additional costs. After it is implemented for the first time in fall 2017, the same class (with all materials and websites) will be offered consistently every semester thereafter. The impact of

the new course will be ongoing. It is a core course listed under Area B-Global Perspective section and required for all major students. The class is offered every semester (spring, summer and fall) during the academic year; it is one of the most popular courses at Armstrong, and Prof. Wang's classes are always full (total 288 students in 8 sections throughout the academic year; actually in most cases more students from the waiting list would be admitted into classes). Students will continue to benefit academically from the new course design and financially because of the cost savings.

Further sustainability plan includes:

1) keep maintenance of course websites by modifying, enriching, and updating source materials and web links regularly based on assessment of teaching effectiveness and students' responses/suggestions from each semester;

2) on a regular base (at least once a semester after the implementation), we will organize teaching demos and faculty forums in the History Department and College of Liberal Arts to demonstrate the adaptation of free online source materials in teaching HIST1111 and share teaching experience with colleagues interested in adopting free online sources;

3) keep working as a team to develop new courses with affordable textbooks and free online sources; courses may include Prof. Wang's Modern China, Traditional China, History of Japan and Historiography courses.

---

August 22, 2016

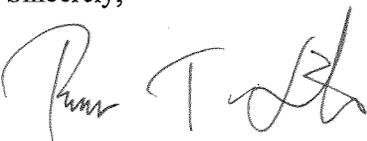
To Whom It May Concern,

On behalf of Armstrong State University, I am very pleased to be writing this letter of support for the Affordable Learning Georgia Textbook Transformation grant proposal authored by Dr. Hongjie Wang of Armstrong's Department of History. His proposal, entitled, "Learning World History with No Expensive Textbooks: A Redesign of HIST 1111 (World Civilization I) by Adopting Free Online Sources", proposes to replace the existing commercial textbook with a combination of a free online textbook and primary sources that are available to all online. Besides saving our students significant money, the proposed project has the benefit of also teaching students how to discern quality online resources from less credible ones. This would provide a great benefit to our students, as HIST 1111 is a very popular Core class, with an annual enrollment of approximately 300 students each year. As a result, the proposed project will have a significant impact.

As with all of these grant proposals, it is important to recognize that commercially published textbooks are generally quite expensive and as a result, students often feel that they cannot afford to purchase the text and hence, do not do so. Thus, assembling the proposed no-cost alternative to a traditional textbook will have a significant impact on costs for the large number of students who annually take HIST 1111 on our campus and will also impact students' performance, as all will have access to materials for free.

Armstrong recognizes the importance of engaging our students in Core disciplines and the proposed project will further this objective, by utilizing freely available materials and teaching students how to find high-quality, credible online material. Further, the Provost's office will support this campus team, working with the Department of History, as well as the rest of the campus, to broaden the university's adoption of open source materials wherever appropriate. It is hoped that this team will develop a campus model that will assist other faculty and departments in their efforts to investigate and adapt open source material, leading to broader implementation of the open textbook concept at Armstrong. I am very pleased to recommend this project wholeheartedly.

Sincerely,



Robert T. Smith, Ph.D.  
Provost and Vice President for Academic Affairs  
Professor of Mathematics

# Syllabus

---

# Affordable Learning Georgia Textbook Transformation Grants

## Rounds Eight

### Final Report

By Hongjie Wang

Armstrong State University

**Proposal number:** 280

**Project Title:** Learning World History with No Expensive Textbooks: A Redesign of HIST 1111 Civilization I by Adopting Free Online Source Materials

**Implementation Period:** Jan. 15, 2017 through Dec. 23, 2017

**Award Category:** Specific Top 100 Undergraduate Courses

**Project Team Members:** Hongjie Wang (Associate Professor of History, PI Lead); Caroline Hopkinson (Librarian)

### Project Description

This project aims to transform Dr. Hongjie Wang's World Civilization I class (HIST1111, core course listed under Area B-Global Perspectives and required for all history majors at Armstrong State University) into one with free online readings and new assignments and assessments by replacing originally required expensive print textbooks.

## Project Objectives

- Examine resource sites include MERLOT, OpenStax, The Internet Classics Archive, Historical Text Archive and free resources through Library of Congress) and library subscription resources (such as JStor, Films on Demand, Oxford Journal Online) to select workable free digital textbooks and primary sources on the internet.
- Replace the print textbooks assigned for Dr. Wang's HIST1111 with free online readings in order to save students' costs--the main textbook adopted in this class was Robert W. Strayer's *Ways of the World: A Brief Global History with Sources, Volume 1: (to 1500)* published by Bedford/St. Martin's in 2012), \$83.85; after the implementation of the project, we hope to save a total of \$24,148.80 for students taking the class each year.
- Enhance students' information literacy by directing them to determine the nature and extent of materials online, select information resources, and evaluate information for currency, relevance, bias, authority and accuracy.
- Redesign the current course, evaluate and choose appropriate online resources, and develop workable course websites (including a course site on Desire2Learn and a reference site through LibGuides).
- Build a model for the faculty of the History Department at Armstrong State University to explore new methods of instruction and assessment based on free online materials in the digital age.

## Project Implementation

- During the year of 2017, the project team members (Dr. Hongjie Wang, the instructor and Ms. Caroline Hopkinson) worked closely to examine more than 100 historical resources sites, selected a variety of online sources, both primary and secondary after carefully sifting, comparing and evaluating.
- Dr. Wang redesigned the course, developed new assignments and assessment tools--ie. students were required to selectively read online sources on the class website following the topics of lectures, report and discuss in the classroom, complete reading reports weekly to present their comments and questions based on the reading.
- The team successfully developed the internal class website for teaching on D2L and the informative LibGuide site with all newly adopted sources for public use. Here is the link <http://libguides.armstrong.edu/wang>
- The redesign of the class and the building of the websites were completed in the summer of 2017, and the new class was formally taught in the fall semester which run very well. Students learned to develop their information literacy skills through the process of selecting and evaluating source materials to complete reading reports.
- Because this class is the first history course taught at Armstrong adopting free online sources, it has served as a replicable model for the rest of the faculty in the History Department. Quite a few faculty expressed interests in adopting affordable learning style

in their own different classes to lower the cost of textbooks and promote classroom teaching.

## HIST 1111 Word Civilizations I Hongjie Wang: Home

Information resources available to students in this course.

Search this Guide Search

- Home
- Readings
- Films
- Research
- Writing
- Chicago & Turabian Citation Style
- Online Resources
- Publishing Opportunities

**Welcome**

Welcome to History 1111, World Civilizations I.

The information resources linked from this website/course guide are all free to you as students and provide the reading material for this course (there is no textbook.)

The **writing** tab leads examples of successful writing assignments for this course. Also find there guides to the process—both written prompts and people to contact for guidance. Similarly the **research** tabs leads to tools and resources that help to make the research process efficient and successful.

Finally please notice contact information for your History faculty member and one of the librarians from Lane Library. We are here to help, please contact us with questions, comments, ideas!

---

**Table of Contents**

- Readings for the course
- Films to view online



**Professor**

**Hongjie Wang**

[Email Me](#)

Librarian contact

Figure 1. Homepage of the Libguide site we designed to hold all free online materials for HIST 1111, World Civilizations I

## HIST 1111 Word Civilizations I Hongjie Wang: Readings

Information resources available to students in this course.

Search this Guide Search

- Home
- Readings
- Films
- Research
- Writing
- Chicago & Turabian Citation Style
- Online Resources
- Publishing Opportunities

<p><b>Open textbooks</b></p> <ul style="list-style-type: none"> <li><b>World History: Cultures, States, and Societies to 1500</b> An open textbook for HIST 1111 published by University System of Georgia, University of North Georgia Press</li> </ul>	<p><b>Rome</b></p> <ul style="list-style-type: none"> <li><b>The Roman Oration by Aelius Aristides</b></li> <li><b>Pliny the younger's letter to Tacitus about Pompeii</b> Pliny the Younger wrote two letters to the historian Tacitus that recount the events surrounding the eruption of Vesuvius and the death of Pliny the Elder.</li> <li><b>Personal papers of Babatha of Maqza</b> from Women's religions in the Greco-Roman world: a sourcebook. Unlimited access to those enrolled in the course, use your port user id/password to access</li> </ul>	<p><b>Mongols</b></p> <ul style="list-style-type: none"> <li><b>The Secret History of the Mongols</b> The oldest surviving Mongol-language literary work. It was written for the Mongol royal family after Chinggis Khan's death by an anonymous author.</li> <li><b>Daoist Master Changchun is Summoned to Visit Chinggis Khan</b> Two excerpts from the record written by Changchun's disciple Li Zhizhang, Xiyou ji (Journey to the west), translated by Arthur Waley.</li> <li><b>Chinggis Khan Letter to Changchun 1219</b></li> <li><a href="#">Documents on Mongols</a></li> <li><a href="#">A modern source reflecting on Mongols</a></li> <li><b>Marco Polo: Travels in China</b></li> </ul>	<p><b>Byzantium</b></p> <ul style="list-style-type: none"> <li><b>Hagia Sophia: Facts, History &amp; Architecture</b></li> <li><b>Justinian the Great</b></li> <li><b>Selections from Theodora: Empress, Actress, Whore by Stella Duffy</b></li> <li><b>Map of the Byzantine Empire 526 CE</b></li> </ul>
<p><b>Prehistory and agricultural revolution</b></p> <ul style="list-style-type: none"> <li><b>Nisa : The Life and Words of a !Kung Woman</b> Kenya London: Martin Secker and Warburg, 1938</li> <li><b>Jomo Kenyatta, Facing Mount Kenya</b> London: Martin Secker and Warburg, 1938</li> <li><b>Stonehenge: history</b> Susan Greaney, English Heritage, Website.</li> <li><b>"America, in the Beginning,"</b> article by Nikhil Swaminathan, Archaeology 67, no. 5 (September 2014): 22-29.</li> <li><b>Apologetic History of the Indies (1566 CE) Bartolomé de las Casas (1474–1566)</b></li> </ul>	<p><b>Arabia (Islam)</b></p> <ul style="list-style-type: none"> <li><b>The Arabian Nights</b> Sacred Texts Archive. Translated by Richard Burton, 1850. Public domain. HTML.</li> <li><b>Quran Selections</b> English Versions by Sanderson Beck</li> </ul>	<p><b>China</b></p> <ul style="list-style-type: none"> <li><b>Chinese geography</b></li> <li><b>About Chinese Writing</b></li> <li><b>Oracle Bones by David Keightley</b></li> <li><b>How to pronounce Chinese in Romanized Transcript</b></li> </ul>	<p><b>Christianity and the Church</b></p> <ul style="list-style-type: none"> <li><b>The Confessions of Saint Augustine (Roman North Africa)</b> (401 AD) Translated by Edward Bouverie Pusey from Internet Sacred Text Archive</li> <li><b>Gospel of Mathew</b></li> </ul>
	<p><b>India</b></p> <ul style="list-style-type: none"> <li><b>Buddhism (BBC)</b></li> </ul>		<p><b>Europe</b></p> <ul style="list-style-type: none"> <li><b>Tacitus: Germania</b> Roman official historian Tacitus (56-117)'s account of Germanic peoples. Medieval Sourcebook hosted by Fordham University.</li> <li><b>The Story of Grettir the Strong (Iceland)</b></li> </ul>

Figure 2. Page of selective readings for HIST 1111

## HIST 1111 Word Civilizations I Hongjie Wang: Films

Information resources available to students in this course.

Search this Guide  Search

Home	Readings	Films	Research	Writing	Chicago & Turabian Citation Style	Online Resources	Publishing Opportunities
<b>GALILEO Password</b> From off campus you will need the current GALILEO password to access many of these links, which are to streaming media in the subscription database Films on Demand. Get the GALILEO password below, using the password for the course. <ul style="list-style-type: none"> <li>Get GALILEO password Fall 2017</li> </ul>	<b>Greece</b> <ul style="list-style-type: none"> <li>Greek mythology</li> <li>Zeus In Love—The Great Greek Myths</li> <li>Heracles, The Man Who Became A God</li> <li>Socrates: Genius of the Ancient World</li> <li>Ancient Greece</li> <li>The Spirit of Alexander the Great</li> </ul>	<b>Mongols</b> <ul style="list-style-type: none"> <li>Mongol: The Rise of Genghis Khan A 2007 Russian semi-historical film about the early life of Temujin, who later came to be known as Genghis Khan</li> <li>Wait For It...The Mongols!: Crash Course World History #17</li> <li>Marco Polo: Journey to the East</li> <li>Genghis Khan: Terror and Conquest</li> </ul>	<b>Byzantium</b> <ul style="list-style-type: none"> <li>Extra History: Byzantine Empire: Justinian and Theodora</li> <li>Byzantium: From Splendor to Ruin</li> </ul>				
<b>Prehistory and agricultural revolution</b> <ul style="list-style-type: none"> <li>What happened before history? Human origins</li> <li>The Agricultural Revolution: Crash Course World History #1</li> <li>The First Europeans: From Hunters to Farmers</li> <li>Stonehenge</li> </ul>	<b>Rome</b> <ul style="list-style-type: none"> <li>Eyewitness Account of Pompeii</li> <li>Walk around in a 3D splendid house from the ancient Pompeii</li> <li>Ancient Rome: Living and Working in the Empire</li> <li>Pantheon: Roman Engineering Marvel</li> <li>Intimate Details of Roman Life</li> <li>Carthage</li> </ul>	<b>China</b> <ul style="list-style-type: none"> <li>The Silk Road-The Glories of the Ancient Chang An (0:55) NHK TV series of the Silk Road.</li> <li>Movie: Fall of Ming (1:49, 2013) In 1642, two years before the fall of the Ming Dynasty, rebels surround the city of Kaifeng and a doctor tries to stop the spread of a disease.</li> <li>Confucius: Genius of the Ancient World</li> <li>1421: The Year China Discovered America?</li> <li>The Power to Predict: Chinese Astronomy and the Mandate of Heaven</li> <li>In Search of History: The Great Wall</li> </ul>	<b>Christianity and the Church</b> <ul style="list-style-type: none"> <li>Rome: Christianity—A History</li> <li>Tracing Constantinople</li> <li>Upon This Rock: Saints and Sinners—The History of the Popes</li> </ul>				
<b>Mesopotamia</b> <ul style="list-style-type: none"> <li>Gilgamesh Tames Nature Segment of Mesopotamia: I Have Conquered the River</li> <li>Ancient Mesopotamia: From Farm to City (02:18)</li> </ul>	<b>Arabia (Islam)</b> <ul style="list-style-type: none"> <li>Legends of The Arabian Nights</li> <li>Islam: Empire of Faith—The Messenger</li> </ul>	<b>Japan</b> <ul style="list-style-type: none"> <li>The Way of the Samurai</li> <li>Jomon, Yayoi, Kofun Period</li> </ul>	<b>Europe</b> <ul style="list-style-type: none"> <li>Enigma of the Etruscans: Clues from a Shipwreck</li> <li>From the Mists of the North, the Germanic Tribes</li> <li>The Celts</li> <li>Impact of the Black Death</li> <li>Holy War: The Crusades</li> <li>Breaking the Bonds, 1360-1415: Chivalry and Betrayal—The Hundred Years War</li> <li>Medieval London: Filthy Cities</li> </ul>				
<b>Egypt</b> <ul style="list-style-type: none"> <li>Ancient Egypt: Crash Course World History #4</li> </ul>	<b>Africa</b>	<b>Americas</b> <ul style="list-style-type: none"> <li>The Maya: Death Empire—Engineering an Empire</li> <li>The Fall of the Aztecs</li> </ul>					

Figure 3. Page of selective films for HIST 1111

## Project Evaluation

Quantitative and qualitative measures were used to evaluate the success of the project.

- DFW Rate for the fall semester is 0/24--no students dropped, failed or withdrew from the class.
- Student performance—in the final of the section including 24 students, 16 students received A, 2 received B and 4 got C, 2 were marked as "Incomplete" due to final exam absences caused by sicknesses.
- From midterm feedback, post-course surveys and one-one-one interviews with the students taking the class in fall semester (note the results of formal Evaluation of the class conducted by the school are not released till spring of 2018), nearly all students in the class liked the "free online readings" in comparison with traditional textbooks, and they thought the new sources offered more opportunities for them to pick up more relevant readings and read in more detailed way, in addition to the big save on textbook costs.
- We also invited faculty members to evaluate our class website especially the Libguide site--nearly all faculty members who teach World History made very positive comments, some also hoped to develop their own sites modeled on our class.

## **Reflections**

We believe our project succeeded well and both the teaching and readings were welcomed by the students. The fundamental factor for the success should be the convenient and accessible Libguide site loading with organized and informative readings and films appropriately chosen for the topics covered in the lectures. But there're also some lessons we could glean from the teaching in the fall semester: 1) We noticed that there's a need to add at least one holistic version of world history so that students (esp. those freshmen with no experience of self-learning) could gain a more complete and consistent image of historical development in world history; 2) More short pieces of readings on the topics, instead of long texts such as Laozi or Zhuangzi, would be more accessible to students who could do the readings in more details and make more proper comparisons.

## **Sustainability Plan**

The same class (with all materials and websites) will be offered consistently every semester after the implementation of the project. We believe the impact of the new course will be ongoing and students will continue to benefit academically from the new course design and financially because of the cost savings. We'll keep maintenance of course websites by modifying, enriching, and updating source materials and web links regularly based on assessment of teaching effectiveness and students' responses/suggestions from each semester. Our team will keep working as a group to develop new courses with affordable textbooks and free online sources; courses may include Prof. Wang's Modern China, Traditional China, History of Japan and Historiography courses.

## **Budget report**

Total: \$5,800

\$4800 were used for instructor's overload compensations during the period.

\$1000 were used for team members to attend kickoff meeting and the other professional conference in support of research skill improvements.

## **Appendixes**

# HIST 1111 Word Civilizations I Hongjie Wang: Research

Information resources available to students in this course.

**Home** Readings Films **Research** Writing Chicago & Turabian Citation Style Online Resources Publishing Opportunities

---

**New York Times subscription**

 As the **2017-18 Common Read**, Armstrong students, faculty and staff have access to **NYTimes.com**, **New York Times mobile apps**, and **New York Times in Education**. The campus-wide subscription is funded from the Office of First Year Experience as well as the College of Liberal Arts, the College of Education, the College of Science and Technology, the College of Health Professions and the Office of Academic Affairs.

Use the instructions provided below to set up your individual account with the New York Times.

- Fate of Ancient Canaanites Seen in DNA Analysis: They Survived  
NYT, JULY 27, 2017, by Nicholas St. Fleur

---

**Set Up Instructions for Individuals at Armstrong**

**Get started using these steps:**

Navigate to the registration page for Armstrong's subscription (<http://accessnytimes.com/>)

- AccessNYTimes.com

Create your account using your **Armstrong email address** (@armstrong.edu; @stu.armstrong.edu)

Once you have registered, you will be able to access NYTimes.com from any location. Just **Log In** using the option in the upper right corner of the NYTimes.com page.

Visit [nytimes.com/mobile](http://nytimes.com/mobile) to download your free NYTimes apps.

- New York Times Mobile Apps

---

**Searching History Reference Center**

- "China's First Empire"
- "Silk Ties: the links between ancient Rome & China."
- The Maya Sense of Time

Examples of articles from the History Reference Center, try browsing/searching time periods, below.

- History Reference Center  features reference books, encyclopedias, non-fiction books, and history periodicals as well as thousands of historical documents, biographies of historical figures, photos, maps, and over 80 hours of historical video.
- World History Early Civilizations (3999 BCE-1000 BCE)
- World History -- Classical Periods (999 BCE-500 CE)
- World History -- Middle Ages (501-1350 CE)

---

**Cycle of Research**

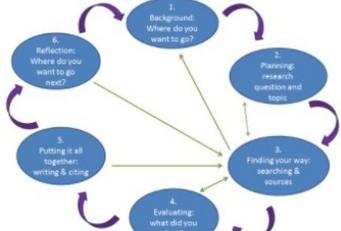


Figure 4. Page of Research on Libguide site for HIST 1111.

# HIST 1111 Word Civilizations I Hongjie Wang: Writing

Information resources available to students in this course.

**Home** Readings Films **Research** **Writing** Chicago & Turabian Citation Style Online Resources Publishing Opportunities

---

**Questions to ask yourself when submitting your paper**

**Theme/Thesis:** (Does the essay come to terms with the proposed topic? Is the point of the essay clear?)

**Organization/Argument/Development:** Is the thesis developed consistently and logically?

**Evidence/Materials/Understanding:** Is the thesis supported by relevant examples? Do you show a grasp of course materials? Do you use evidence effectively?

**Expression/Form:** Is the essay written clearly, in standard English? How effective is your style?

**Originality/Imagination:** you really don't have to be "creative" in your writing, but if you could surprise your professor by making a new and plausible point, why not?



---

**How to write a history paper?**

- Reading, writing and researching history: a guide for college students  
A very detailed writing guide for history students by Dr. Patrick Rael from Bowdoin College
- Special Note on History Research Papers for History Majors  
A concise and clear introduction to writing history papers.

---

**Writing samples**

-  **Example paper on inequality in classical era**  
Develop an essay to respond to this question: "How philosophical, religious, or cultural ideas legitimate class and gender inequalities of classical civilizations?" (You can either focus on one religion/philosophy or discuss different traditions; you are also encouraged to expand your research and add more sources).
-  **Example paper on Confucius/Gilgamesh comparison**  
Read the assigned selections from "Analects of Confucius" and "Epic of Gilgamesh" and compare the attitudes of Chinese (Confucius) and Mesopotamians (Gilgamesh) to religion (deities and gods).
-  **Weekly reading report example**  
Select at least one piece from the assigned readings for the week and write your thoughts and questions.

---

**Armstrong's Writing Center**

**The Writing Center, located on the first floor of Gamble Hall, offers individual and group tutoring to assist students at each stage of the writing process. For more information/contact:**

- Writing Center
- Armstrong's Online Writing Lab

Figure 5. Page of Writing on Libguide site for HIST 1111

- Home
- Readings
- Films
- Research
- Writing**
- Chicago & Turabian Citation Style
- Online Resources
- Publishing Opportunities

Questions to ask yourself when submitting your paper

- Theme/Thesis:** (Does the essay come to terms with the proposed topic? Is the point of the essay clear?)
- Organization/Argument/Development:** Is the thesis developed consistently and logically?
- Evidence/Materials/Understanding:** Is the thesis supported by relevant examples? Do you show a grasp of course materials? Do you use evidence effectively?
- Expression/Form:** Is the essay written clearly, in standard English? How effective is your style?
- Originality/Imagination:** you really don't have to be "creative" in your writing, but if you could surprise your professor by making a new and plausible point, why not?



How to write a history paper?

- Reading, writing and researching history: a guide for college students**  
A very detailed writing guide for history students by Dr. Patrick Rael from Bowdoin College
- Special Note on History Research Papers for History Majors**  
A concise and clear introduction to writing history papers.

Writing samples

- Example paper on inequality in classical era**  
Develop an essay to respond to this question: "How philosophical, religious, or cultural ideas legitimate class and gender inequalities of classical civilizations?" (You can either focus on one religion/philosophy or discuss different traditions; you are also encouraged to expand your research and add more sources).
- Example paper on Confucius/Gilgamesh comparison**  
Read the assigned selections from "Analects of Confucius" and "Epic of Gilgamesh" and compare the attitudes of Chinese (Confucius) and Mesopotamians (Gilgamesh) to religion (deities and gods).
- Weekly reading report example**  
Select at least one piece from the assigned readings for the week and write your thoughts and questions.

Armstrong's Writing Center

**The Writing Center, located on the first floor of Gamble Hall, offers individual and group tutoring to assist students at each stage of the writing process. For more information/contact:**

- Writing Center
- Armstrong's Online Writing Lab

Figure 6. Page of Writing on Libguide site for HIST 1111

- Home
- Readings
- Films
- Research
- Writing**
- Chicago & Turabian Citation Style
- Online Resources
- Publishing Opportunities**

Armstrong Undergraduate Journal of History



- Armstrong Undergraduate Journal of History**  
An online journal edited and produced by undergraduate students at Armstrong State University. The journal is dedicated to promoting undergraduate students' research interest in history and their writing skills. All submissions will be fully refereed in a blind reviewing process by history professors and graduate students from Armstrong and other universities.
- Armstrong Undergraduate Journal of History (Mirror site with full pictures)**  
This mirror site of the student history journal offers complete illustrations and charts along with the published essays.

Other Journals with publishing opportunities for undergrad students

- Columbia Undergraduate Journal of History**  
The Columbia Undergraduate Journal of History is a publication of the Undergraduate History Council at Columbia University. We review student submissions from history departments across the United States and internationally, and then select the most exemplary among them to be published in the Journal.
- Vexillum**  
Vexillum is an undergraduate journal that supports and promotes undergraduate scholarship in the fields of Classical and Medieval Studies, and accepts scholarly papers by undergraduate students written on a wide range of topics: history, literature, philosophy, archaeology, art history, sociology, philology, and linguistics. Sponsored by the Medieval Studies Program at Yale University.
- History Matters**  
History Matters is an undergraduate history journal that is published annually on this website by the Department of History at Appalachian State University. The journal is edited by undergraduates with the help of a faculty board.
- The Forum: Journal of History**  
a historical journal published at Cal Poly, San Luis Obispo by students associated with the Cal Poly History Department and the university's chapter of Phi Alpha Theta.
- Ibid. A Student History Journal**  
A journal by Texas Woman's University.

Figure 7. Page of Publishing Opportunities on Libguide site for HIST 1111

Libguide Site: <http://libguides.armstrong.edu/wang>

# Final Report

---

Armstrong State University  
HIST 1111 World Civilizations I  
Prof. Hongjie Wang

---

## **Syllabus- Fall 2017**

### **Instructor**

Prof. Hongjie Wang

Office: Howes Hall 104B

Tel: 912-344-3130

Email: [Hongjie.Wang@armstrong.edu](mailto:Hongjie.Wang@armstrong.edu)

Office Hours: Mondays and Wednesdays 12:15-1:30 or by appointment

### **Meeting Time and Classroom**

Mondays and Wednesdays, 11:00-12:15, Hawes Hall 113

### **Course Description**

This course surveys the birth and diffusion of world civilizations from prehistory to about 1500, the beginning of European overseas expansion. Attention is given to the major cultural, social, economic, and political trends within each civilization. Perennial themes include the origin and diffusion of civilizations; the emergence and character of the major religious and philosophical traditions; the frequent clash of systems of thought and how they expanded, spread, and were transformed; the rise and fall of empires; technological innovations and the diffusion of technologies; population growth and its consequences; the development and spread of commerce; and the origins and ever-greater importance of cities. In general, this class aims to provide the student with knowledge of, appreciation for, and understanding of the contributions to society of major world civilizations and their histories.

### **Course Objectives**

- Comprehend the diversity of human experience across a range of historical periods;
- Recognize historical causality, analyze and evaluate contributions of past cultures to the contemporary world;
- Understand history and the process of change over time;
- Develop the capacity to relate the past to the present;
- Gain an understanding of the strengths and weaknesses of your own society;
- Improve your ability to place current events within a historical context;
- Become aware of the complexity of national and international events;

- Lay a foundation for further education and lifelong learning and develop civic responsibility and global awareness;
- Enhance your cartographic literacy and writing skills.

## Prerequisites

There are no prerequisites for this survey class, though school's policy may apply.

## Course requirements and grading scale

1. **Attendance:** students are required to attend the lectures regularly. Each unexcused absence will cost you 2 point (which will be subtracted from the total points you earn at the end of semester). If you have any situations that prevent you from attending the lecture and thus need accommodation, please email me in advance and provide evidences thereafter (doctor's note, court paper, etc). Otherwise, that'll count as one absence.
2. **In-class Exams (90%):** three in-class exams (each accounts for 30% of total grade) will be scheduled in the semester. Questions examples and study guides will be distributed through the course website (Desire2Learn) one week prior to exams.
3. **Reading report (10%):** A report on selected readings for this class. Detailed requirements and format will be issued in class.

## Failure to complete any required component will result in a failing grade

Grading Scale: A= 90-100; B=80-89; C=70-79; D=60-69; F=0-59

## Course Policies

1. **Due time:** All assignments are due as indicated on the syllabus. Late submissions will be accepted but penalized 1 point per hour.
2. **Make up:** There will be NO make ups or extensions for written assignments or exams except for medical emergence, in which case you will need to get a signed note from a doctor or other medical practitioner.
3. **Incomplete grade:** No "Incomplete" grade will be issued except for medical reasons, in which case students should provide original notes from a doctor.
4. **Cheating and Plagiarism:** Violations of the Armstrong State University Academic Integrity Policy (including cheating and plagiarism) are taken very seriously. Any violation of this policy will become part of the student's permanent educational record. More information on the Academic Integrity policy and procedure can be found at [www.armstrong.edu/studentintegrity](http://www.armstrong.edu/studentintegrity). Anyone who cheats or plagiarizes either in exam or essay will receive an "F" for the course. (for the detailed definitions of cheating and plagiarism, see <http://library.armstrong.edu/plagiarismtutorial.html>).
5. **Cell phone—must be turned off in classroom!!!**
6. **No food—only drinks are allowed in class.**

7. **Students with documented disabilities:** Any student with a documented disability needing academic adjustments should speak directly to the instructor during the first two weeks of class week. All discussions will remain confidential.
8. **House Bill 280**, please consult the link <http://www.usg.edu/hb280> for more information
9. Violations of the Armstrong State University Academic Integrity Policy (including cheating and plagiarism) are taken very seriously. Any violation of this policy will become part of the student's permanent educational record. More information on the Academic Integrity policy and procedure can be found at [www.armstrong.edu/studentintegrity](http://www.armstrong.edu/studentintegrity).

### **Accessibility Statement**

Armstrong Atlantic State University is committed to accessibility and providing accommodations for all persons with disabilities. Students who need course accommodations because of a disability must contact the instructor as soon as possible to speak confidentially about the needed accommodation. Students should also contact the Office of Disability Service since they are the designated office responsible for approving and coordinating reasonable accommodations and services for Armstrong's courses. Please note that Students who need accommodations must be registered with Office of Disability Services before requesting accommodations from the instructor. It should be noted that this course will include website links and electronic documents to support teaching, learning, and engagement. If any of the website links or electronic documents are inaccessible, contact the course instructor.

Office of Disability Services  
Memorial College Center, Room 208  
11935 Abercorn Street  
Savannah, GA 31419  
[912.344.2744](tel:912.344.2744) - Telephone  
[912.344.3068](tel:912.344.3068) - Fax  
[disability.services@armstrong.edu](mailto:disability.services@armstrong.edu) - Email  
[http://www.armstrong.edu/Departments/disabilityservices/disabilityservices\\_welcome](http://www.armstrong.edu/Departments/disabilityservices/disabilityservices_welcome) - Website

### **Course Website**

Our course website is on Desire2Learn (Port of Armstrong—eClassroom). For technical support, visit CIS Help Desk. You'll find more info on their website: [http://www.armstrong.edu/Departments/cis/cis\\_helpdesk](http://www.armstrong.edu/Departments/cis/cis_helpdesk)

### **Required Textbooks**

No textbooks will be used in this class. Please follow the syllabus to read required online sources listed on <http://libguides.armstrong.edu/wang>. Details will be given in the first week.

## Instructor's Office Hours and Communication

You can meet the instructor at office hours or by appointment. Students are also welcomed to ask questions through email (phone call is not reliable since I may not be around office). The instructor usually will respond to inquiries from students via email within 24 hours.

## Meeting Schedule

### Week 1

8/14 Introduction (**attendance verification**)

8/16 Prehistoric Culture (**attendance verification**—if you'll have to miss this lecture for any reason, please email the instructor by Thursday night; otherwise we'll drop you from this class!!!)

Readings and films

- [Nisa : The Life and Words of a !Kung Woman](#)
- [Jomo Kenyatta, Facing Mount Kenya](#)
- [Stonehenge: history](#)
- ["America, in the Beginning.](#)
- [Apologetic History of the Indies \(1566 CE\) Bartolomé de las Casas \(1474–1566\)](#)
  
- [What happened before history? Human origins](#)
- [The Agricultural Revolution: Crash Course World History #1](#)
- [The First Europeans: From Hunters to Farmers](#)
- [Stonehenge](#)

### Week 2

8/21 Near East Civilizations I

8/23 Near East Civilizations II

Readings and films

- [Epic of Gilgamesh\\*](#)
- [The Code of Hammurabi\\*](#)
- [Ancient Egypt \(The British Museum\)\\*](#)
- [The Book of the Dead](#)

### Week 3

8/28 Indian Civilizations I  
8/30 Indian Civilizations II

Readings and films

- [Jataka Tales \(Buddhist\)\\*](#)
- [Psalms of the Sisters](#)
- [Bhagavad-Gita Or Song Celestial\\*](#)
  
- [Buddha's Four Noble Truths](#)
- [Buddha: Genius of the Ancient World](#)
- [The Ganges River: Sacred and Sullied](#)

#### **Week 4**

9/4 Holiday, no class  
9/6 China's Classical Age I

Readings and films

- [Chinese geography](#)
- [About Chinese Writing](#)
- [Oracle Bones by David Keightley](#)
- [How to pronounce Chinese in Romanized Transcript](#)

#### **Week 5**

9/11 China's Classical Age II (**Study Guide 1 online now**)  
9/13 Review for test, optional

Readings and films

- [Selections from The Analects\\*](#)
- [Laozi \(Dao de jing\)\\*](#)
- [Zhuangzi\\*](#)
- [Introduction to Yin-Yang Theory\\*](#)
  
- [Confucius: Genius of the Ancient World](#)
- [The Power to Predict: Chinese Astronomy and the Mandate of Heaven](#)

#### **Week 6**

**9/18 Exam 1**  
9/20 Greek Experience I

Readings and films

- [The Poetry of Sappho](#)

- Pericles' funeral oration
- Apology by Plato
- Greek mythology
- Socrates: Genius of the Ancient World
- The Spirit of Alexander the Great

## Week 7

9/25 Greek Experience II

9/27 Roman World I

### Readings and films

- The Roman Oration by Aelius Aristides\*
- Pliny the younger's letter to Tacitus about Pompeii
- Personal papers of Babatha of Maoza
- 
- Eyewitness Account of Pompeii
- Walk around in a 3D splendid house from the ancient Pompeii\*
- Ancient Rome: Living and Working in the Empire
- Pantheon: Roman Engineering Marvel
- Intimate Details of Roman Life

## Week 8

10/2 Roman World II

10/4 Chinese Empires

- China's first emperor and his terra cotta warriors
- Ban Zhao's Lessons for Women: The Views of A Female Confucian\*
- The Silk Road-The Glories of the Ancient Chang An (0:55)
- In Search of History: The Great Wall

## Week 9

10/9 East Asian Cultural Sphere

10/11 Growth of the Christian Church

### Readings and films

- Tale of Genji\*
- The Seventeen-Article Constitution\*
- The Confessions of Saint Augustine (Roman North Africa)\*
- Gospel of Mathew\*
- Jomon, Yayoi, Kofun Period
- Rome: Christianity—A History
- Tracing Constantinople
- The Oracle of God: Saints and Sinners—The History of the Popes

**Week 10**

10/16 Byzantine empire (**Study Guide 2 online**)

**10/18 Exam 2**

**Readings and films**

- [Hagia Sophia: Facts, History & Architecture](#)
- [Justinian the Great](#)
- [Selections from Theodora: Empress, Actress, Whore by Stella Duffy\\*](#)
- 
- [Extra History: Byzantine Empire: Justinian and Theodora\\*](#)

**Week 11**

10/23 Islamic World I

10/25 Islamic World II

**Readings and films**

- **The Qur'an**
- [The Arabian Nights](#)
- [Legends of The Arabian Nights](#)
- [Islam: Empire of Faith—The Messenger](#)

**Week 12**

10/30 African Societies

11/1 Mongol Empire

**Readings and films**

- [The Life of Mansa Musa\\*](#)
- [The Description of Africa by Leo Africanus \(1526\)](#)
- [The Secret History of the Mongols](#)
- [Chinggis Khan Letter to Changchun 1219\\*](#)
- [Documents on Mongols\\*](#)
- [A modern source reflecting on Mongols\\*](#)
- 
- [Mansa Musa: The Richest Man in History](#)
- [Mongol: The Rise of Genghis Khan](#)
- [Wait For It...The Mongols!: Crash Course World History #17](#)
- [Marco Polo: Journey to the East](#)

**Week 13**

11/6 India, 300-1400

11/8 Medieval China and Japan (Reading report topic: Chinese civil service examinations)

- Genjo Koan
- 
- The Way of the Samurai

## Week 14

11/13 Europe in the Middle Ages (**Study Guide 3 online now**)

- Tacitus: Germania\*
- The Story of Grettir the Strong (Iceland)
- Volsunga Saga (Epic of the North)
- Gregory of Tours (539-594)'s History of the Franks
- 
- Impact of the Black Death
- Breaking the Bonds, 1360-1415: Chivalry and Betrayal—The Hundred Years War
- Holy War: The Crusades
- Medieval London: Filthy Cities

11/15 Civilizations of the Americas (Reading report topic: Columbus controversy or Columbus Day controversy)

- 1421: The Year China Discovered America?
- Popul Vuh

**Reading Reports due on D2L by 11:59pm 11/13**

**11/20-11/26 Thanksgiving**

Week 15

11/27 Review for exam, optional

**11/29 Exam 3**

Your grades of in-class tests will be posted on D2L three days after.

Your official final grade for the whole semester will be posted on SHIP by 12/4.