

Hist 1111 E02: World History, Spring 2018

Instructor: Ihor Pidhainy
Class Meeting - Online.
Time & Location – Online

Online Hours MW 2:00-3:00; TR 10-12
Or by appointment
Westga email ipidhain@westga.edu
Skype: [ipidhain@outlook.com](https://www.skype.com/people/ipidhain@outlook.com)

Support for courses

[CourseDen D2L Home Page](#)

[D2L UWG Online Help](#) (8 AM – 5 PM)
Call: 678-839-6248 or 1-855-933-8946 or
email: online@westga.edu

[24/7/365 D2L Help Center](#)

Call 1-855-772-0423

[University Bookstore](#)

[Student Services](#)

[Center for Academic Success](#)

678-839-6280

[Distance Learning Library Services](#)

[Ingram Library Services](#)

[Accessibility Services](#)

678-839-6428

counseling@westga.edu

COURSE INFORMATION

Course Description

Welcome to World History to 1500, a course dedication to the exploration of cultures, civilizations and religions that arose before 1500 and that have played an important part in our global history. Our course will cover political, religious, literary, artistic, economic and other aspects of civilizations from around the globe. Our course is entirely online. Your grade will be determined through a variety of written assignments (see below for details).

There is a free online textbook provided for the class. There are also five assigned texts you will need to acquire. (These can be purchased at the bookstore. Please note: *The bookstore often runs out of copies of books, so you should acquire all the books as soon as possible*). There are also some additional readings provided on Courseden. For this semester, we will be looking at several themes that are central to human experience: self-knowledge, leadership, one's relationship to the universe, the law and society, and the importance of travel in learning.

Let's get to the important questions:

Question: How will my grade be determined?

Answer: Your grade will be based on a combination of quizzes, online discussions, essays and tests.

Question: How much of this history course is about names and dates?

Answer: You will be able to look up names and dates for your written work. For the discussions, essay and final exam emphasis is on your presenting your views/opinions backed up by your use of evidence.

Question: Should I read the books and documents? Will it really make a difference in my grade?

Answer: Yes. It will make a great difference. It will be particularly important for you to demonstrate your ability to read and make use of what you read by citing and/or alluding to it in your discussion, essay, exam...

Question: Will it make a difference if I don't do my assignments? Can I make any of them up?

Answer: Yes, it will make a GREAT difference. Showing up is often half the battle. No, you cannot make up discussions.

Question: Do I need to keep on top of the course? Can't I just swing along and collect my C by throwing together stuff at the last moment?

Answer: It is a good idea to keep up with the assignments and readings as they come along. The course is built up in repeating patterns – which means that your classmates and you are getting better in answering the types of questions and in the formats required as the semester progresses. If you start missing chunks, your development will fall behind... (Just like practice in sports, if you skip a month, you'll be out of playing condition...)

Question: What if I do get behind or feel lost because we are online?

Answer: Email me. I'll get back to you pretty soon. I also have office hours in which you can contact me by skype. (I have an office number listed as well that I pick up when I'm in the office).

Question: Do you encourage group work or Team-studying?

Answer: I don't have group work involved, but we do online discussion every unit and you will get to know your classmates soon enough as you interact with them.

Some abstract Questions:

Question: What is the purpose of this course?

Answer: To provide you with some themes and content on important and influential things that happened in history before 1500. To help you develop and/or improve your analytical and writing skills. To allow you to demonstrate your abilities through written and oral language in conveying your understanding and interpretation of the texts.

Question: Does this course or any history course do anything beside meet a requirement for my graduation?

Answer: First of all – let's not dismiss requirements. They are essential to getting things done. Without these, we wouldn't qualify for most things in life.

Second – history in general and courses such as this one will help you develop the skills that are very important in life and in any future employment: The ability to perform critical analysis and to clearly express that in written format.

Question: Do I have to fall in love with history? Or with any of the civilizations that we study?

Answer: No, that is not required. (But it sure as hell is not a bad thing! You might extend or acquire a lifetime interest...)

Question: I like history and I would like to follow up on this. Do you have any suggestions?

Answer: We have a great major in History – although most of our courses are in class there are some online as well. We also have a warm and knowledgeable faculty. We also have a minor for students who have a different major but are still interested in history as means to study the world about them...

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Texts

1. *World Histories: Cultures, States and Societies to 1500*, Eugene Berger *et al.*, (University of North Georgia Press 2015). [This book will be provided for free on courseden in pdf format by chapter]

The following titles are available for purchase at the UWG bookstore:

2. *The Epic of Gilgamesh, A New Translation*, trans. by Andrew George. (Penguin 1999) ISBN 978-0140449198
3. *Oedipus Tyrannus*, trans. by P Meineck and P Woodruff. (Hackett 2000), ISBN 978-0872204928
4. *The Ramayana: A Shortened Modern Prose Version of the Indian Epic*, trans. by R.K. Narayan. (Penguin Classics 2006), ISBN 978-0143039679
5. *Sundiata: An Epic of Old Mali*, revised edition (Longman African Writers, 2006), ISBN 978-1405849425
6. *Tales from Tang Dynasty China*, edited by A Ditter and J Choo, (Hackett 2017) ISBN 978-1-62466-630-8

Other readings will be made available online on/through CourseDen.

Course Objectives and Learning Outcomes

Courses need to have learning objectives listed at the course and module/weekly level that are measurable and student-centered.

- You will demonstrate the ability to understand the political, social, economic, or cultural dimensions of world history
- You will demonstrate an understanding of the commonalities and differences between two or more societies, nations or cultures outside of the United States in regard to any of the following: languages, literature, aesthetics, politics, government structure and administration, economics, the law or social cultural practices.
- You will improve your skills in historical analysis. You will work with both primary and secondary sources, distinguishing among them, in order to craft interpretive arguments. You will be able to place your argument in context of the larger themes of the course and consider them over time, considering changes and continuities.
- You will improve your writing skills through a variety of assignments.

Assignments

| Assignment name | Description | Due Date | Value |
|-------------------|--|--|------------|
| Unit Quizzes | Multiple choice quizzes based on textbook chapters Best 7 of 8 | At the start of a unit (with two exceptions) | 14% |
| Document Analysis | Please see the Document analysis Rubric for requirements. Best 6 of 7 x 3% = 12% | Second item during a unit; actual dates vary | 18% |
| Online discussion | Please see Online discussion rubric for requirements Best 6 of 7 x 3% = 18% | Third item during a unit; actual dates vary | 18% |
| Essays | There are two essays in this course. They are due at the end of Units 1, 6 Requirements and question will be given on courseden under Essay for the specific unit (1,6). Please also see Essay Rubric on how these will be graded. 7.5% x2 = 15% | Due at the ends of Units 1, 3 and 6. See Schedule for specific dates. | 15% |
| Midterm | Based on Units 1-4, the midterm will consist of an essay portion and a multiple choice portion (from the quizzes). The essay will be worth 70% of the grade, while the multiple choice section 30% | Due March 4 at 11:59 pm. You will be able to begin this several days before. | 15% |
| Final Exam | The final exam will consist of an essay question and a multiple choice section. The essay question will be based on the readings from Units 5-7, but may include information from 1-4. The multiple choice section will be based on the quizzes for units 5-8. | The Final exam is scheduled for May 2 It will be made available for about a week before it is due. Please check schedule. | 20% |
| TOTAL | | | 100 |

Grading Information and Policy

Grading structure and point scale

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

Grading Rubrics and explanations for work

Quizzes

The **quizzes** will be your means to test your understanding of the texts that you are reading. The first will be on your syllabus, and you should do that as soon as you have finished reviewing our site and the files and links on this site. There are ten quizzes in total, of which you may drop your lowest two. They are multiple-choice in format, and you will be given the opportunity to take these quizzes twice. In preparing to take the quiz, please read the assigned chapter or source. After you have read the chapter, start your quiz. (You can keep your book open while you keep your quiz). After you have completed your quiz, you should have encountered general ideas about the civilization, religion or region that forms the backbone of the unit.

Document Analysis Rubric

Document Analyses of primary sources will serve a key preparation on how to read a document. Based on [Kathryn Walbert's "Reading Primary Sources"](#), you will be asked to write on five areas (see criteria). Each criteria will require you to consider how sources are put together and how we make use of them in our written work. After having completed the document analyses this semester, you will have experience with interpreting evidence and its use in academic papers.

| Criteria | Level 4 Excellent 5 points | Level 3 Good 4 points | Level 2 needs improvement 3 points | Level 1 Unclear or absent 1 point |
|--------------------------|---|--|--|---|
| Identify the source | The source is identified as fully as possible from the given resources that the student has | The source is identified with some relevant information not included | There is missing information available to the student in the source; the answer is limited in its response | The question was not done or only done very minimally without touching upon the actual answer |
| Contextualize the Source | Source is contextualized as fully as possible given the resources | Source is well-contextualized, though more could be added | Source has information left out that should be included | not done or minimally without reference to the source |

| | | | | |
|---------------------|--|--|---|--|
| | available | | | |
| Explore the Source | Excellent job of conveying fact/opinion, said/unsaid, clearness/opaqueness of source | Good job of conveying fact/opinion, said/unsaid, clearness/opaqueness of source, but with more to be done | Basic information missing | not done or done in a minimal manner with limited connection to the source |
| Analyze the Source | Provides an excellently insightful analysis | Provides a good analysis, though there is room for improvement | analysis is uneven, with some very relevant materials left out | not done or done minimally with little reference to source |
| Evaluate the Source | shows connections and disruptions with other primary sources and secondary sources, done with a critical eye | Shows connections and disruptions with other primary sources and secondary sources, done critically, though with more possible | Show some connections and disruptions with other primary sources and secondary sources, though missing basic information; also potential problems with critical insight | not done or answered in a way that is not relevant |
| Overall Score | Level 4 11 or more | Level 3 8 or more | Level 2 5 or more | Level 1 0 or more |

Online discussions Rubric

Online discussions are your written comments and responses to primary sources online. You might think of this as virtual participation – with the course den screen as your point of contact with the class. For each discussion there is a prompt on course den that provides a start to the discussion. This is very much the place to discuss course materials and anything about the materials that is not clear. To get full marks for this, you must submit not only your own comments but also respond substantively to your classmates posts. This means that you should go beyond compliment (such as: Yes; exactly; I agree; etc.) to a meaningful exchange.

Your online Discussions will be graded in accordance with the following rubric, and awarded a total score out of 16:

| Criteria | Level 4 4 points | Level 3 3 points | Level 2 2 points | Level 1 1 point |
|--|-------------------------------|-------------------------------|------------------------------|------------------------------|
| Response to question/prompt: does the initial post answer the question/prompt fully? | Excellent | Very good | Needs improvement | Unclear or absent |
| Use of sources and quality of examples from the class material (only material from course readings will get you credit!) | Excellent | Very good | Needs improvement | Unclear or absent |
| Analysis of examples, and relating them to the prompt -- YOUR thoughts about the topic | Excellent | Very good | Needs improvement | Unclear or absent |
| Responses to classmates' posts: quality and quantity | Excellent | Very good | Needs improvement | Unclear or absent |
| Overall Score | Level 4 15 or more | Level 3 11 or more | Level 2 7 or more | Level 1 0 or more |

Writing Essay Rubric:

These are short academic essays. For each one (there are three in total) you will be given a prompt. In grading your essay, I expect that you will include regular features of an essay: the introduction with a thesis; the body of the paper where you make your argument and support it with citations and direct quotations from the assigned book; your conclusion. You must work on this on your own and not use anything from the internet (like the Wikipedia article on it).

These will serve a number of purposes. First, you will be able to summarize and synthesize your understanding of a given text (or text) and/or a culture (or cultures). Secondly, you will demonstrate your ability at historical analysis, working particularly with primary sources. Third, you will improve your writing skills.

The paper in this course will be graded in accordance with the following rubric, and awarded a total score out of 100:

| | 0-12 | 13-15 | 16-18 | 19-20 |
|--|-------------------|-------|-----------|-----------|
| Quality of thesis statement | Unclear or absent | Weak | Very good | Excellent |
| Organization and clarity of argument | Unclear or absent | Weak | Very good | Excellent |
| Use of sources/(no outside research allowed, other than the class materials!) | Unclear or absent | Weak | Very good | Excellent |

| | | | | |
|---|-------------------|------|-----------|-----------|
| Analysis of examples | Unclear or absent | Weak | Very good | Excellent |
| Ability to write in standard English | Unclear or absent | Weak | Very good | Excellent |

Midterm:

The **midterm** will allow you to demonstrate your ability to compare and contrast among several ancient civilizations. It will also provide you an opportunity to synthesize what you have learned. The mid-term will consist of an essay and a multiple-choice section. The essay question on the mid-term will be marked according to the same rubric as the online essay. The shorter questions will be graded on the following criteria

Final Exam:

The **final exam** will allow you a final opportunity to demonstrate your abilities to synthesize your readings and understanding of the cultures that we have studied throughout the semester. You will have an opportunity to define what the course has meant to you by your choice of topic on the final and which texts and what evidence you use to answer the questions.

The final exam will be similar in format to the mid-term. It will involve a somewhat longer essay and a multiple-choice section based on the quizzes. It will be graded according to the same rubrics as the mid-term was.

Please see the [Common Language for Course Syllabi](#) for official information on UWG's Academic Integrity Policy.

ONLINE COURSES

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For more information on privacy and accessibility for the most commonly used sites, as well as technology requirements visit the [UWG Online](#) site.

Students enrolled in online courses can find answers to many of their questions in the [Online/Off-Campus Student Guide](#).

If a student is experiencing distress and needs help, please see the resources available at the [UWG Cares](#) site. [Online counseling](#) is also available for online students.

HONOR CODE

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please see the [Student Handbook](#).

UWG EMAIL POLICY

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check his or her email.

Academic Honesty – Plagiarism

Do not plagiarize.

Plagiarism is generally considered to be borrowing the work of others in any shape or form and claiming that it is yours.

For example, copying and pasting a paragraph from Wikipedia in your paper without citation is plagiarism. (Even if you alter several words in it). If you put it into quotation marks, then it isn't plagiarism. (It then becomes poor use of a quotation, but that affects your grade differently than plagiarism).

Our school has a discussion of this in the handbook:

<http://www.westga.edu/~handbook/index.php?page=honorcode>.

Penalties for plagiarism: This is at the discretion of the instructor, depending on how egregious the plagiarism is. Previous penalties have included zero for a portion of an exam; zero for an assignment; zero for the course.

Communication Rules

Communication Rules: When I log online for my office hours, I will also sign in to Skype. You can contact me by searching for **ipidhain@outlook.com** If you want to make an appointment, please email a day ahead of time if possible so I can better plan my time. However, feel free to pop in (online) to ask a question whenever you see that I am online.

I prefer that you send me your questions via CourseDen email as I rarely check my voicemail. I will return all emails in 36-hours during the week and within 48 hours over the weekends.

Network Etiquette - Communication in an online class takes special consideration. Please read the short list of tips below.

- Be sensitive and reflective to what others are saying.
- Don't use all caps. It is the equivalent of screaming.
- Don't flame - These are outbursts of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button. You can't take it back!
- Don't use offensive language.
- Use clear subject lines.
- Don't use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional.

Expected Response times

Students can expect me or my GRA to be in the online discussion at least three days per week, primarily during weekdays, but I will check in once during the weekend. Online discussions will be graded within 5 days of the due date and will contain feedback on what you did well and what you can do to improve. Document Analyses will be graded within 5 days of the due date. I will make every attempt to return major assignments within 7-10 days, but the amount of feedback required may extend that time.

Class Schedule Information – see Schedule document on courseden

Late work policy: There are no extensions for online discussions. Assignments are accepted late with a 10% penalty per day late. Exams must be completed by due date.

Expectations of Students

Course Structure: This is an online course, with all work and examinations completed remotely. Emphasis has been placed on reading and interpreting original documents, with a secondary focus on learning about different civilizations, cultures and religions around the world.

You should expect to spend 3 to 5 hours a week reading for the class. You should also expect to spend 2 to 3 hours a week working on class assignments (whether online or off). In weeks where you are writing an essay, there is likely to be an uptick in time spent preparing for class.

Course and UWG Policies

Attendance Policy: Attendance will be tracked by your participation in online discussions and completion of quizzes, as these can take substantial amounts of time.

Statement: If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through the [Center for Disability](#). UWG also provides [Accessibility Statements for Technology](#) that you may be required to use for this course.

For more information on the Americans with Disabilities Act, UWG Email, Credit Hour, and UWG Honor Code policies as well as information on Academic Tutoring, Student Services, and Technical Requirements, Privacy Policy, and Accessibility Statements, please see the [Common Language for Syllabus](#) document.

I strongly recommend that students make an electronic copy of everything submitted to me via the dropbox.

Additional Support Information

Technical Support

Technical support for CourseDen, as well as the technological requirements, accessibility statements, privacy statements, tutorials, and other information can be found at [UWG Online Student Help](#).

Center for Academic Success

The new [Center for Academic Success](#) (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning—in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops through the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. Beginning Fall 2014, the CAS will also offer “Back on Track,” a voluntary academic recovery program designed for students who want to improve their grades and academic standing. The Center for Academic Success is located in UCC 200, and can be reached at [678-839-6280](tel:678-839-6280). Our email address is cas@westga.edu.

Student Services

Here is a great resource of [Student Services](#) for all students at UWG, whether or not they are taking online courses. This link provides students with most of the information they need. If a student is experiencing distress and needs some help, check out [UWG Cares](#).

Full URL Support for Courses

CourseDen D2L Home Page
<https://westga.view.usg.edu/>

Student Services
<http://uwgonline.westga.edu/online-student-guide.php>

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| <p>CourseDen D2L Home Page https://westga.view.usg.edu/</p> | <p>Student Services http://uwgonline.westga.edu/online-student-guide.php</p> |
| <p>D2L UWG Online Help (8 AM – 5 PM) http://uwgonline.westga.edu/students.php Call: 678-839-6248 or 1-855-933-8946 or email: online@westga.edu</p> | <p>Center for Academic Success http://www.westga.edu/cas/ 678-839-6280</p> |
| <p>24/7/365 D2L Help Center Call 1-855-772-0423 or search: https://d2lhelp.view.usg.edu/</p> | <p>Distance Learning Library Services http://libguides.westga.edu/content.php?pid=194430</p> |
| <p>University Bookstore http://www.bookstore.westga.edu/</p> | <p>Ingram Library Services http://www.westga.edu/library/</p> |
| <p>Common Language for Course Syllabi https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php</p> | <p>Proctored Exams http://uwgonline.westga.edu/exams.php#student</p> |
| <p>UWG Cares http://www.westga.edu/UWGCares/</p> | <p>Student Services https://uwgonline.westga.edu/online-student-guide.php</p> |
| <p>Center for Disability https://www.westga.edu/student-services/counseling/accessibility-services.php</p> | <p>UWG Accessibility Statements for Technology https://docs.google.com/document/d/16Ri1XgaXiGx28ooO-zRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrqeffvts1f</p> |

Schedule Hist 1111 E02 World Hist/Civ to 1500 – Pidhainy - Spring 2018

DA: Document Analysis; CD: Courseden M19-24 spring break M2 – May 2

| Unit | Due Date | Assignment (All assignments due at 11:59 pm) | Readings Textbook: World History: Cultures, States and Societies to 1500 (complete textbook; individual pdf chapters on courseden) |
|----------|-----------|---|---|
| 1 | | | Near East: Mesopotamia, Egypt, Israel (Judaism) |
| | Mar 2 | Quiz 1 on Syllabus | |
| | Mar 4 | Quiz 2 | Ch 2 Early Middle Eastern & North Eastern African Civilizations |
| | Mar 5 | DA 1 – The Legend of Sargon of Akkade | Kathryn Walbert, “Reading Primary Sources” The Legend of Sargon of Akkade |
| | Mar 6-10 | Discussion 1 | <i>Epic of Gilgamesh</i> , 1-100 |
| | | | Genesis |
| | Mar 13 | Essay #1 | Essay: Heroes and Patriarchs of Mesopotamia |
| 2 | | | The Greeks |
| | Mar 25 | Quiz 3 | Chapter 5 The Greek World from the Bronze Age to the Roman Conquest |
| | Mar 25 | DA 2 Hesiod | Hesiod, excerpts from Theogony |
| | Mar 26-27 | Discussion 2 | <i>Oedipus Tyrannus</i> |
| 3 | | | Rome and Christianity |
| | Mar 28 | Quiz 4 | Chapter 6 The Roman World from 753 BCE to 500 CE |
| | Mar 30 | DA 3 | The Assassination of Caesar (from Plutarch's biography) |
| | Apr 1-2 | Discussion 3 | Passion of the Saints Perpetua and Felicity |
| 4 | | | Medieval Europe |
| | Apr 4 | Quiz 5 | Ch. 7 Western Europe and Byzantium circa 500 to 1000 |
| | Apr 5 | DA 4 Einhard on Charlesmagne | The Conversion of Clovis, Two Accounts 496 Einhard on Charlesmagne, |

| Unit | Due Date | Assignment (All assignments due at 11:59 pm) | Readings Textbook: World History: Cultures, States and Societies to 1500 (complete textbook; individual pdf chapters on courseden) |
|----------|-----------|---|---|
| | Apr 6-8 | Discussion 4 | Nennius, The History of the Britons (excerpts) |
| | Apr 10 | Midterm | See Courseden, Content, Unit 4, Midterm information |
| 5 | | | Islam |
| | Apr 12 | Quiz 6 | Chapter 8 Islam to the Mamluks |
| | Apr 13 | DA 5 Hadith | Selections from Hadith of Bukhari [CD] |
| | Apr 14-16 | Discussion 5 | Ibn Battuta |
| 6 | | | South Asia |
| | Apr 17 | Quiz 7 | Ch. 3 Ancient and Early Medieval India |
| | Apr 18 | DA 6 "Who is Indra?" | "Selections from the Vedas" [CD] |
| | Apr 19-21 | Discussion 6 | "Life of the Buddha" [CD] |
| | | | <i>The Ramayana</i> |
| | Apr 24 | Essay #2 | Online Essay #2: The Ramayana |
| 7 | | | East Asia |
| | Apr 25 | Quiz 8 | Ch. 4 China and East Asia to the Ming Dynasty |
| | Apr 27 | DA 7 Excerpts from Confucius Analects | Early Chinese texts [CD] |
| | Apr 29-30 | Discussion 7 | <i>Tang Dynasty Tales</i> |
| | May 2 | Final Exam | See Courseden, Content, Unit 8, Final Exam for further information |