**HIST 105: SURVEY OF GLOBAL HISTORY**

**SPRING 2017**

**MWF 11:30am-12:20pm**

**UNIV 201**

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Office Hours: MF 10:30am-11:20am and by Appointment

*“We couldn’t see any boundaries from space.”-*Bill Anders (2015)



“Earthrise” photo taken by Apollo 8 astronaut Bill Anders on December 24, 1968.

**Course Description & Outcomes**

The title of this course, “Survey of Global History,” gives a false impression. The entirety of human history cannot be covered in sixteen short weeks and the term “global” is difficult to define. Thus, this course will only address the period between the late fifteenth century (1400s) and today. Even with this reduced period, a comprehensive address of historical developments across the globe is impossible. Thus, the course will hone in on historical moments of contact between peoples across the globe and trends that traversed geographic, social, and cultural boundaries. As a result, the geographic locations, times, and perspectives of the historical subjects addressed by the course will constantly shift, jump, and overlap. Additionally, using primary and secondary sources, students will gain a greater understanding of the “historical method” and its uses for making sense of historical actors’ perception of their own space and time, identifying historical trends, and coming to conclusions about the past. Via this process, students will contemplate the “global” nature of the world—past and present—seeking the historical roots of modern globalization processes and a greater understanding of its discontents.

**Course Texts & Materials**

**Note:** I have gone out of my way to save you money on course materials, making everything I can available on Blackboard or via the Library website. This does not mean that the readings are optional or unimportant. On the contrary, if you make the decision to forgo the readings, you will almost certainly fail the class. ALL of the written assignments and exams will include substantial material from the readings and they remain central to your participation grade.

**Required:**

1. Joseph Conrad. *The Heart of Darkness* (Free on Kindle)
2. Bernal Diaz del Castillo, *The Memoirs of the Conquistador Bernal Diaz del Castillo* (Free on Kindle)
3. (R) Tadeusz Borowski, *This Way for the Gas Ladies and Gentlemen*
4. \*Various Readings posted on Blackboard
5. A Cellphone, Kindle, Laptop, or Other Electronic Device to access the Hotseat application. See: <https://www.openhotseat.org/Login?ReturnUrl=https%3a%2f%2fwww.openhotseat.org%2f> to log in, and see <https://www.itap.purdue.edu/studio/hotseat/> for more information on the application. Note, *you must log in using your Purdue Career Account* to receive credit for attendance and participation.

*All of the readings marked with an \* on the course schedule will be posted on Blackboard at least a week in advance.*

*All of the readings marked with an # on the course schedule are available in digital format on the Purdue Libraries website. See* [*https://www.lib.purdue.edu/*](https://www.lib.purdue.edu/)*.*

**Recommended:**

1. (R) Peter von Sivers, Charles A Desnoyers, and George B. Stow, *Patterns in World History: Volume II, since 1400 with Sources* (Oxford University Press, 2015), second edition. *Note, this text is NOT required. However, it is useful to reference if you miss a lecture and/or need to revisit something previously presented in class.*

*There is one copy of each of the assigned readings marked with an (R) on reserve in the HSSE library.*

**Grading**

|  |  |
| --- | --- |
| **Assignment** | **Weighted % of Total Grade** |
| Syllabus Quiz (*Required to Pass*) | 2% |
| Weekly Blackboard Quizzes | 28% |
| Participation | 15% |
| Primary Source Paper | 10% |
| Major Reading Paper | 15% |
| Exams | 30% |

*Other than those already listed in the syllabus, there are NO guaranteed extra credit opportunities for this course; however, the instructor reserves the right to offer extra credit at any time.*

**Letter Grade Breakdown:**

A+: 97-100, A: 93-97, A-:90-92. A grade in the A range means that your work was exceptional.

B+: 87-89, B: 83-86, B-:80-82. A grade in the B range means that your work was above average.

C+: 77-79, C: 73-76, C-:70-72. A grade in the C range means that your work was average.

D+: 67-69, D: 63-66, D-:60-62. A grade in the D range means that your work was below average.

F: 59% and Below. A grade of F indicates that your work was failing.

**Detailed Assignment Descriptions**

**Attendance:** Since there is no required textbook for the course, a large portion of the material that will appear on the exam comes from lectures and class discussions. Thus, attendance is required. Attendance will be taken every day at the beginning and end of class using hotseat. If a student comes late or leaves early without prior instructor approval, they will be marked as missing ½ of an absence. Each student is allotted three unexcused absences. Students *will be deducted a half of a letter grade for every unexcused absence after the first three.* Absences can only be excused with proper documentation (i.e. doctor’s note, university form, etc...).

As a courtesy to you, I will post my PowerPoint slides at the end of each week, but they are very light on text. Thus, they *will not* give you all of the information you need to succeed in this course. I will not, under any circumstances, provide copies of my lecture notes, but the lectures will be available to listen to on Blackboard via BoilerCast if you miss a class or two. Note: These are not downloadable, during discussions your voice may be captured, and sound quality cannot be guaranteed.

**The Syllabus Quiz:** The syllabus quiz is already posted on blackboard and will be left open until 1/22/17. Students *must take and pass the syllabus quiz with a 100% on Blackboard in order to pass the class*. Multiple attempts are allowed. This is open book. USE YOUR SYLLABUS TO FIND THE INFORMATION. If you do not take the syllabus quiz prior to 1/22/17, you will automatically be assigned an F. Taking the syllabus quiz indicates an acceptance and understanding of the terms outlined in this syllabus (a contract between the instructor and students). This assignment is worth *2%* of the overall grade.

**Weekly Blackboard Quizzes:** There will be weekly open book Blackboard quizzes based on assigned readings for the upcoming week and the prior week’s lectures. While this seems like busy work, these quizzes are intended to help students prepare for the upcoming class and for the exam. Questions on these quizzes will appear in multiple choice, true/false, and short answer “id” formats. These quizzes will be posted on Blackboard on Friday of each week, and they will be due by the start of class the following Monday. The deadline will not be extended unless you can document that you were incapacitated or there were extenuating circumstances for the entire period the quiz was open (you can take an at home quiz with a cold). Each quiz will be worth *2% of the overall grade for a total of 28%.*

**Participation:** Student engagement and participation are fundamental to historical learning and are a requirement for this course. The participation grade will be calculated based on hotseat polls and quizzes, class discussion contributions (quality not quantity), and “first-five” work. Students who use technology for any other purpose than to take notes and/or accessing course materials, talk to one another while the instructor or other students are speaking, and/or disrupt the class in any other manner will be docked participation points. Participation is worth *15%* of the overall grade.

**Primary Source Paper:** This is a short, 1-2 page, written assignment based on a brief excerpt from Bernal Diaz del Castillo’s *The Conquest of New Spain*. This paper is intended to help students practice primary source analysis prior to the exams (which have a primary source component) and the major reading paper (an expanded version of this assignment). In this paper, students must briefly contextualize the source using class readings and lectures, have a clear thesis, and use evidence directly from the source to support that thesis. Writing style, organization, and grammar matter. The primary source assignment is worth *10%* of each student’s grade. A rubric for this assignment is already posted on Blackboard. The Diaz paper is due 1/27/17.

**Major Reading Paper:**   
Each student must submit one 4-5 page paper addressing either Conrad or Borowski. This assignment is intended to assess student’s primary source analysis and contextualization skills. In this paper, students must briefly contextualize the source using class readings and lectures, have a clear thesis, and use evidence directly from the source to support that thesis. Writing style, organization, and grammar matter. This assignment is worth *15%* of each student’s grade. A rubric for this assignment is already posted on Blackboard. **Note: You only have one upload attempt for this assignment, so make sure your paper is ready and that you upload the correct file.** The Conrad paper is due: 3/8/2017. The Borowski paper is due: 4/3/17

**Exams:** There will be three exams in this course, worth *30%* of the total grade. Each one is worth *15%*. The math does not make sense, I know. There is good news. Each student’s worst exam grade will be dropped at the end of the semester! (This is intended to help you, but it does mean that your Blackboard grade may appear skewed a little until the end of the semester, because there are three exams factored in, and I will have to manually take one out).  Make up exams WILL NOT be scheduled without proper documentation of extenuating circumstances. Each exam will consist of five ids and a directly related primary source analysis essay. Study guides for each exam will be posted on Blackboard at least one week in advance. I will also host remote WebEx study sessions prior to each exam. The website for WebEx is: <https://purdue.webex.com/mw3100/mywebex/default.do?siteurl=purdue>. All exams will be taken in class. They are closed book: you cannot use all of your notes, course texts, google, or your friends during the exam. I will, however, allow you one standard size note card (3x5 inches) of notes. You can even write on both sides. You do not have to bring bluebooks, because I will provide the paper for you to take your exams on. Even though the exams will be taken in class, they will be graded digitally on Blackboard ﻿﻿﻿﻿﻿﻿﻿﻿﻿﻿﻿﻿﻿﻿﻿﻿﻿using a rubric.

**Exam Replacement Option:** Educators know that exams are not always the best way to demonstrate proficiency in a topic. Yet, for some reason we continue to use it as the major (if not the sole) method of demonstrating students’ knowledge. Thus, if you would like to forgo exams entirely, there is another option. You can produce an independent project that draws on your intellectual, artistic, or professional strengths (programming, robotics, art, media, blogging, mathematical analysis, etc...). This project **must be approved by me no later than March 6, 2017,** demonstrate your knowledge of a major topic addressed in the class, and highlight your ability to think historically about primary sources. A 2-3 page explanation, including thoughtful historical analysis, must accompany the project. Note: This is a complete exam grade replacement, making it worth *30%* of your grade (if you choose this option). This cannot be done partially (one exam grade and half a project) or for extra credit. You can, however, switch to this option after taking the first exam (in doing so, you would negate the exam grade all together). Due to the varied nature of this project, there is no rubric.

**All written assignments must be submitted on Blackboard prior to the start of class on the due date. I will not accept late written work without proper documentation of extenuating circumstances. They will be run through the SafeAssign plagiarism checking software and graded digitally via Blackboard. Additionally, they must follow the formatting guidelines below. Assignments that do not meet these basic formatting guidelines will NOT receive a passing grade.**

1. Name ONLY in the top right corner (No long headers with every conceivable detail about the course)
2. 1 inch margins
3. 12 point Times New Roman font
4. Chicago Manual of Style endnote/footnote citations. See: <http://www.chicagomanualofstyle.org/home.html>
5. Page Numbers located at the bottom of the page in the center
6. Is within ¼ page of the page limit
7. Double spaced

*If you have trouble with any of this formatting, see me BEFORE the assignment is due.*

**Academic Dishonesty**

Academic dishonesty of any kind will not be tolerated in this course. See Purdue’s definition of academic dishonesty here: <https://www.purdue.edu/odos/academic-integrity/> (there will be questions about Purdue’s definition on the syllabus quiz). Note, any student who uses another person’s words or ideas without properly citing that person is guilty of plagiarism. This means that both direct quotes and paraphrased ideas require a citation. *A student’s first instance of academic dishonesty will result in an automatic zero on the assignment/exam in question. If a student commits academic dishonesty more than one time, they will receive an automatic 0 in the course and be referred to the Office of the Dean of Students.*

**Content & Civility**

Over the course of the semester, we will be dealing with some difficult material, including mentions of rape, genocide, murder, child abuse, racism, sexism, classism, etc... Unfortunately, violence and exclusion were often a part of everyday life for many of the historical subjects that we will address. When the content is exceptionally violent and/or sexually explicit, I will provide a trigger warning in class. In these cases, if material is too difficult to for you to engage, you may leave the class for the remainder of the lecture with no absence penalty. You will, however, be responsible for catching up on the lecture via BoilerCast.

Due to the sensitive nature of many of these topics (and others that we will engage), there are bound to be some intellectual and political disagreements that emerge in class discussion. Believe it or not, these disagreements are a good thing! It is important that students feel comfortable to develop and express their own opinions. For that reason, students are expected to maintain a respectful atmosphere and engage in civil discourse. Name calling, threats, and “shouting down” do not promote open dialogue. Moreover, Purdue has a diverse student body, including international students, students of color, students with disabilities, students of different socioeconomic status, LGBTQ students, etc... Part of maintaining a civil learning environment is respecting people of different backgrounds.

**Diversity Statement**

“Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential.  In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life.  Purdue’s nondiscrimination policy can be found at: <http://www.purdue.edu/purdue/ea_eou_statement.html>.”

**Disability Resource Center**

**“**Disability is an aspect of diversity that is integral to our society and to the Purdue campus community. The Disability Resource Center collaborates with students, faculty, and staff to create usable, equitable, inclusive, and sustainable learning environments. However, there may be times when there are aspects of the instruction or design of your courses that result in barriers to your inclusion or to accurate assessment of achievement. When that is the case, the DRC staff will work with you to arrange for accommodations. We encourage students to contact us to engage in a discussion to identify and remove barriers in their academic experience.” The Steps of the process are: “1. Contact the Disability Resource Center to make an appointment with a member of the DRC staff to discuss the barriers you have experienced and/or anticipate. 2. Work with the staff member to determine accommodations that will reduce or remove those barriers. The process for determining accommodations is a collaborative one that may or may not require third-party documentation. 3. Collaborate with your professor to determine how the accommodations will be worked out. 4. Complete any other requests each semester as discussed in the initial meeting (i.e. books in alternate format, submitting schedule for interpreters or alternative communication services, etc.) 5. Follow up with the DRC if there are any questions or concerns about the services.”[[1]](#footnote-1) For more information about the DRC, see: <https://www.purdue.edu/studentsuccess/specialized/drc/index.html>

**CAPS**

College is an extremely stressful experience, even more so if you struggling with your mental health at the same time. Talk to someone about it. Purdue has amazing counselling and psychology services for students. For more information, see: <https://www.purdue.edu/caps/index.html>.

**Course Schedule**

*Note: The schedule is subject to change. Any changes made will be done in the students’ favor (no graded surprise papers or exams for example). All changes will be announced both in class and on Blackboard.*

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| **Date** | **Topic** | **Required Reading** *(Complete prior to class on the day listed)* | **Assignments Due**  *(All assignments are due on blackboard prior to the start of class on the date listed)* |
| **Week One** | **Course Introduction & Empires in the Americas** |  |  |
| Monday 1/9 | Syllabus Review, Emergency Preparedness & Hotseat Introduction with TLT |  |  |
| Wednesday 1/11 | What is History? What is Global? |  |  |
| Friday 1/13 | Empires in the Americas | #Pedro Cieza de Leon, excerpts from *The Second Part of the Chronicle of Peru:* Chapter IV: “Earliest State of the People,” 2-5; Chapter XII: “Recitations of Wise Men,” 32-35; Chapter XIV “Riches of the Yncas,” 39-42 & Chapter XXVI: “Punishment of Crime,” 81-82 |  |
| **Week Two** | **European Conflicts & Transformations** |  |  |
| Monday 1/16 | Martin Luther King Day: No Class |  |  |
| Wednesday 1/18 | Ottoman-Habsburg Conflict | \*Ogier Ghiselin de Bubescq, “Turkish Letters” | Blackboard Quiz |
| Friday 1/20 | Renaissance & New Science | \***View** & **read** the Getty’s “Renaissance Splendors of the Northern Italian Courts” Virtual Exhibition  &  \*Galileo Gallilei, “Letter to the Grand Duchess Christina of Tuscany, 1615” |  |
| **Week Three** | **European Expansion in the Atlantic World** |  | **1/22: LAST DAY FOR SYLLABUS QUIZ** |
| Monday 1/23 | Religious Wars & Reformation  & “How to Write a History Paper” | \*“Edict of the Expulsion of the Jews”  &  #James Lowen, “1493: The True Importance of Christopher Columbus” in *Lies My Teacher Told Me: Everything Your American History Textbook got Wrong,* 31-69 | Blackboard Quiz |
| Wednesday 1/25 | Western European Overseas Expansion | Bernal Diaz, *The Memoirs of the Conquistador Bernal Diaz del Castillo,* Chapters XXVII-XXXVII (58-86) |  |
| Friday 1/27 | Colonialism & Indigenous Responses | Bernal Diaz, *The Memoirs of the Conquistador Bernal Diaz del Castillo,* Chapters LXIX-LXXXIII (160-195) | Primary Source Paper |
| **Week Four** | **Global Empires** |  |  |
| Monday 1/30 | African Kingdoms, Atlantic Slave Trade & Origins of Black America | \*David Etlis, “Ethnicity in the Early Modern Atlantic World,” in *The Rise of Slavery in the Americas,* 224-235  &  \*“Biography of Mohommah G. Baquaqua, a Native of Zoogoo,” 9-66. | Blackboard Quiz |
| Wednesday 2/1 | The Mughal Empire | \*Excerpts from Muhammad Dara Shikuh*, The Mingling of Two Oceans*, 64-67 (Stop at XIX) & 73-75 (Start at XXI) |  |
| Friday 2/3 | Late Ming & Qing China | \*“Change and Continuity in East Asia and Oceania,”233-247 |  |
| **Week Five** | **Global Empires ctd...** |  |  |
| Monday 2/6 | Japan and Oceania | \*“Change and Continuity in East Asia and Oceania,” 247-262. | Blackboard Quiz |
| Wednesday 2/8 | “How to Take a History Exam” |  |  |
| Thursday 2/9 @ 4:30pm | Optional WebEx Review Session | See Blackboard for Link & Password | Review Session |
| Friday 2/10 | ***EXAM # 1*** | Exam Covers Weeks 1-5 | ***EXAM # 1*** |
| **Week Six** | **Revolutions** |  |  |
| Monday 2/13 | Enlightenment & Revolutions | \*“Declaration of the Rights of Man and Citizen”  &  \*Olympe de Gouges, “The Declaration of the Rights of Woman”  &  \*“Francois Dominique Toussaint L’Ouverture, Revolution in the Colonies” | Blackboard Quiz |
| Wednesday 2/15 | Creoles & Caudillos | \*“Patterns of Evidence: Sources for Chapter 23” |  |
| Friday 2/17 | Industrialization | \*Adam Smith, “An Inquiry into the Nature and Causes of the Wealth of Nations (1776)  &  \*“Factory Rules in Berlin” |  |
| **Week Seven** | **Revolutions ctd...** |  |  |
| Monday 2/20 | The –isms | \*Karl Marx, *The Communist Manifesto,* “Preamble,” “Bourgeois and Proletarians,” and “Proletarians and Communists” | Blackboard Quiz |
| Wednesday 2/22 | Revolutions (Take Two) & Nationalism | \*Excerpt from Bismarck’s ‘Blood and Iron’ Speech”  &  “The National Song of Hungary, 1848” |  |
| Friday 2/24 | The Russian Empire | \*“Declaration of Alexander II Emancipating the Serfs”  &  \*“The Pogroms. 1881” (Translated Accounts, Articles in the Jewish Chronicle & Image of Mass Grave) |  |
| **Week Eight** | **Imperialisms** |  |  |
| Monday 2/27 | The Ottoman Empire | \*“The Rescript of Gülhane”  &  \*“The Ottoman Constitution” | Blackboard Quiz |
| Wednesday 3/1 | Western Imperialism in Southeast Asia | Start Joseph Conrad, *Heart of Darkness* |  |
| Friday 3/3 | East & Southeast Asia Confront the West | \*“East & Southeast Asia Confront the West,” 337-368 |  |
| **Week Nine** | **Imperialisms ctd...** |  |  |
| Monday 3/6 | European Imperialism in the Middle East & Africa | Joseph Conrad, *Heart of Darkness* | Blackboard Quiz |
| Wednesday 3/8 | Imperialism & Its Discontents | Joseph Conrad, *Heart of Darkness* | Conrad Paper |
| Thursday 3/9 @ 4:30pm | Optional WebEx Review Session | See Blackboard for Link & Password | Review Session |
| Friday 3/10 | ***EXAM #2*** | Exam Covers Weeks 6-9 | ***EXAM #2*** |
| **Week Ten**  **3/13-3/17** | **Spring Break** | **Spring Break** | **Spring Break** |
| **Week Eleven** | **WWI** |  |  |
| Monday 3/20 | Path to War | **\*View**, **listen** to, & **read** the Getty’s online exhibit “World War I: War of Images, Images of War” | Blackboard Quiz |
| Wednesday 3/22 | World War I | #Excerpts, Peter Balakian, *Black Dog of Fate,* 218-231; 264-269 |  |
| Friday 3/24 | The Soviet Union & Collectivization | #Excerpt from Norman Naimark, *Stalin’s Genocides,* 42-45  &  \*Selected Ukrainian Famine Memoirs: “I Was Dying of Hunger near Fields of Grain” by Ivan Brynza & Eyewitness Testimony of Leontii Mykytovych Cherepukha. |  |
| **Week Twelve** | **Interwar & WWII** |  |  |
| Monday 3/27 | The Wilsonian Order | \*Woodrow Wilson, “Fourteen Points”  &  Woodrow Wilson, “The World Must be Made Safe for Democracy” | Blackboard Quiz |
| Wednesday 3/29 | Supremacist Nationalism | Start Tadeusz Borowski, *This Way for the Gas Ladies and Gentlemen* |  |
| Friday 3/31 | World War II | Tadeusz Borowski, *This Way for the Gas Ladies and Gentlemen* |  |
| **Week Thirteen** | **Into the Cold War** |  |  |
| Monday 4/3 | The Holocaust | Tadeusz Borowski, *This Way for the Gas Ladies and Gentlemen* | Blackboard Quiz  &  Borowski Paper |
| Wednesday 4/5 | Populism & Industrialization in Latin America | \*“Speech of Getulio Vargas at Commemorations of Labor Day, 1 May 1939”  &  \*Eva Peron, “Speech to the Descamisados on October 17, 1951” |  |
| Friday 4/7 | The Cold War | \*Watch Propaganda Videos: “Make Mine Freedom” & “The Millionaire”  &  \*“The Universal Declaration of Human Rights” |  |
| **Week Fourteen** | **Decolonization** |  |  |
| Monday 4/10 | African Decolonization | \*“UN Declaration on Granting Independence to Colonial Countries and Peoples”  &  \*Excerpt from Kwame Nkrumah, *I Speak of Freedom*  &  \*Watch “Decolonization and Nationalism Triumphant: Crash Course World History #40” | Blackboard Quiz |
| Wednesday 4/12 | Revolution & Proxy Wars in Asia & Latin America | \*Ho Chi Minh, “Annamese Women and French Domination”, “Murderous Civilization,” & “The Path Which Led Me to Leninism”  &  \*Excerpt, Howard Zinn, *A Graphic Adaptation of A People’s History of American Empire,* 160-176 |  |
| Friday 4/14 | Middle Eastern Conflicts | \*Excerpt, Marjane Satrapi, *Persepolis* |  |
| **Week Fifteen** | **Postwar?** |  |  |
| Monday 4/17 | Towards 1989: Dissent in the USSR | \*Excerpt, Vaclav Havel, *The Power of the Powerless*, 21-41 | Blackboard Quiz |
| Wednesday 4/19 | American Empire? Globalized World?  Something Else? | \*Benjamin R. Barber, “Jihad vs. McWorld,” *The Atlantic*  &  \*Check out the Big Mac Index  &  \*Excerpt. Howard Zinn, *A Graphic Adaptation of A People’s History of American Empire,* 254-263 |  |
| Friday 4/21 | Sometimes in April | \*Excerpt, Jean Hatzfeld, *Machete Season: The Killers in Rwanda Speak* |  |
| **Week Sixteen** | **Focus Topic: Rwandan Genocide** |  |  |
| Sunday 4/23 | *GREATER LAFAYETTE HOLOCAUST REMEMBRANCE CONFERENCE (2.5% EXTRA CREDIT OPPORTUNITY)* | *DETAILS FORTHCOMING* |  |
| Monday 4/24  **NO CLASS &**  **NO OFFICE HOURS TODAY** | *10AM-11:45AM & 1:30PM-3:00PM: HUMAN RIGHTS PROGRAM’S REFUGEES SYMPOSIUM (2.5% EXTRA CREDIT OPPORTUNITY)* | *DETAILS FORTHCOMING* | Blackboard Quiz |
| Wednesday 4/26 | Sometimes in April |  |  |
| Friday 4/28 | Sometimes in April & Discussion |  |  |
| Saturday 4/29 @ 3:00pm | Optional WebEx Review Session | See Blackboard for Link & Password | Review Session |
| **Finals Week** | **Monday 5/1** | **through** | **Saturday 5/6** |
| **Final Exam: TBA** | ***FINAL EXAM*** | Exam covers weeks 11-15 | ***FINAL EXAM***  &  *5% EXTRA CREDIT ASSIGNMENT DUE ON BLACKBOARD 5/6 AT MIDNIGHT (DETAILS FORTHCOMING*) |

**“EMERGENCY PREPAREDNESS SYLLABUS ATTACHMENT**

**EMERGENCY NOTIFICATION PROCEDURES are based on a simple concept – if you hear a fire alarm inside, proceed outside. If you hear a siren outside, proceed inside.**

* **Indoor Fire Alarms** mean to stop class or research and immediately **evacuate** the building.
  + Proceed to your Emergency Assembly Area away from building doors. **Remain outside** until police, fire, or other emergency response personnel provide additional guidance or tell you it is safe to leave.
* **All Hazards Outdoor Emergency Warning Sirens** mean to immediately seek shelter (**Shelter in Place**) in a safe location within the closest building.
  + “Shelter in place” means seeking immediate shelter inside a building or University residence. This course of action may need to be taken during a tornado, a civil disturbance including a shooting or release of hazardous materials in the outside air. Once safely inside, find out more details about the emergency\*. **Remain in place** until police, fire, or other emergency response personnel provide additional guidance or tell you it is safe to leave.

*\*In both cases, you should seek additional clarifying information by all means possible…Purdue Emergency Status page, text message, Twitter, Desktop Alert, Albertus Beacon, digital signs, email alert, TV, radio, etc.…review the Purdue Emergency Warning Notification System multi-communication layers at* [*http://www.purdue.edu/ehps/emergency\_preparedness/warning-system.html*](http://www.purdue.edu/ehps/emergency_preparedness/warning-system.html)*.*

**EMERGENCY RESPONSE PROCEDURES:**

* Review the **Emergency Procedures Guidelines** <https://www.purdue.edu/emergency_preparedness/flipchart/index.html>
* Review the **Building Emergency Plan** (available on the Emergency Preparedness website or from the building deputy) for:
  + evacuation routes, exit points, and emergency assembly area
  + when and how to evacuate the building.
  + shelter in place procedures and locations

**EMERGENCY PREPAREDNESS AWARENESS VIDEOS**

"Shots Fired on Campus: When Lightning Strikes," is a 20-minute active shooter awareness video that illustrates what to look for and how to prepare and react to this type of incident. See: <http://www.purdue.edu/securePurdue/news/2010/emergency-preparedness-shots-fired-on-campus-video.cfm> (Link is also located on the EP website).

**MORE INFORMATION**

Reference the Emergency Preparedness web site for additional information: <https://www.purdue.edu/ehps/emergency_preparedness/>.”

1. Purdue Disability Resource Center, “Accommodations and Services,” https://www.purdue.edu/studentsuccess/specialized/drc/students/accommodations.html (accessed 8 Nov 2016). [↑](#footnote-ref-1)