

# @Point Loma Nazarene University

## World Civilizations I

HIS 1010, Section 2

3 Credit Hours,

Online

Mini-Term Spring 2021 – 5 Weeks

### Syllabus Part 1: Course Requirements, Policies, and Point Distributions

(January 11 – February 12, 2021)

#### PLNU Mission- To Teach ~ To Shape ~ To Send:

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

#### FE Mission & Course Description:

PLNU provides a foundational course of study in the liberal arts informed by the life, death, and resurrection of Jesus Christ. In keeping with the Wesleyan tradition, the curriculum equips students with a broad range of knowledge and skills within and across disciplines to enrich major study, lifelong learning, and vocational service as Christ-like participants in the world's diverse societies and cultures.

Welcome to World Civilization I! It is a survey of world societies from the earliest Eurasian civilizations to the era of European expansion in the 16<sup>th</sup> century, examining key historical themes in a chronological way. The course challenges students to think critically, to analyze factors that caused change, to trace long-term trends in social, political, and economic life, to explain why events turned as they did, and to evaluate conflicting interpretations of facts.

#### Course Honor Code:

The student of History is honorable in conduct, honest in word and deed, dutiful in study, and respectful of others. Through education, the student of History rises to wisdom (faith, knowledge, reason, discernment, and self-governance).

#### Instructor and Contact Information:

Mrs. Gayle Sollfrank, M.A.

E-mail: [gsollfra@pointloma.edu](mailto:gsollfra@pointloma.edu) or the course Inbox.

Phone: 619-395-4854 (cell)

Hours: Feel free to contact me via email at any time. I will get back to you within 24 hours.

## Semester Schedule:

SPRING MINI-TERM 2021	
SPRING MINI-TERM 2021 Classes Begin	Jan 11
Last Day to Add Spring Mini-Term Classes	Jan 15
Martin Luther King Jr. Day (No Classes)	Jan 18
Last Day to Drop Spring Mini-Term Classes	Jan 29
Classes End	Feb 12
Spring Mini-Term Grades Due	Feb 19



ROMAN EMPIRE GOLD AUREUS TIBERIUS (14-37AD)  
AU NGC (TRIBUTE PENNY), WEIGHS 7.89 GRAMS,  
AND IS VALUED AT \$9,238.08.

## Required Texts and Materials:

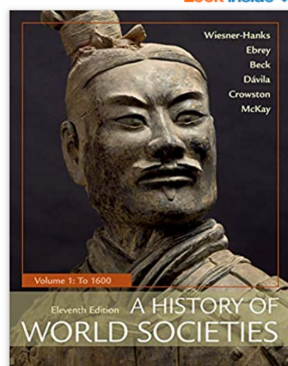
### Textbook:

### A History of World Societies, Volume 1: To 1600 Eleventh Edition

by Merry E. Wiesner-Hanks (Author), Patricia Buckley Ebrey (Author), Roger B. Beck (Author), Jerry Davila (Author), Clare Haru Crowston (Author), John P. McKay (Author)

★★★★★ 146 ratings


Look inside



ISBN-13: 978-1319059316

ISBN-10: 1319059317

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## Additional Resources:

### Readings:

Any additional readings related to class discussions are handed out in class and/or posted in the course website under the particular week in which they occur.

### PLNU Library Resources:

Ryan Library Resources has links to research databases (EBSCO, Hoover's Online, JSTOR, etc.) and formatting guides (APA, MLA, and Chicago).

### Course Web Links:

The EXTRA Resources tab located on the course web site homepage contains many helpful links for this class.

### Weekly Assignments:

Weekly assignments are listed on the Syllabus: Part 2. Additional work may also be assigned and will be distributed by the instructor.

Students should follow all instructions written in the syllabus and given in class.

- Because this is an accelerated term, please plan your schedule accordingly. All work is expected to be completed within the dates assigned for the course. Regarding the workload, plan to spend approximately 3 hours per week in class discussion and group work, and 4-6 hours per week on the reading and assignments related to the course. Obviously, students work at their own pace, so this is only an approximate amount of time per week.

## Foundational Explorations Learning Outcome 2C:

Students who complete this FE course will demonstrate an understanding of the complex issues faced by diverse groups in global and/or cross-cultural contexts. Assessed with a signature assignment (essay question).

Foundational Explorations Program Learning Outcomes	Course: Student Learning Outcomes	Assessments:
<b>*Critical Thinking Skills:</b> <b>Analyze significant primary texts concerning early world civilizations.</b>	Students shall... <ul style="list-style-type: none"><li>- build communication skills through written assignments and discussions</li><li>- learn to use the historical method of inquiry to explore and develop their own answers to complex historical problems.</li><li>- develop research skills through using different modes of inquiry based upon critical thinking skills and clear learning outcomes.</li></ul>	<b>Participation</b> points for weekly posting and active, meaningful contribution each class period  <b>One Primary Source Analysis Paper</b> and participate in interactive group discussions utilizing their written communication skills  <b>Reading Graphic Organizer</b> completed once per week
<b>*Critical Thinking Skills:</b> <b>Evaluate political, geographic, economic, social, cultural, religious, and intellectual institutions, structures, and processes across a range of historical periods and cultures.</b>	Students shall... <ul style="list-style-type: none"><li>- develop informed perspectives on the historical development of cultures that focus on the interrelationships among institutions, values, and ideas.</li><li>- explore the development and dissemination of various social and religious philosophies and the way in</li></ul>	<b>One Primary Source Analysis Paper</b> helps students to further evaluate and analyze historical periods, cultures, social and political ideas using primary sources and archaeological discoveries with the historical method of inquiry.

	<p>which political social and religious ideas and values are incorporated into social and political institutions.</p> <p>- evaluate the richness of various world cultures using primary sources, archaeological discoveries, and historical method of inquiry along with the empowerment of diversity in the classroom to gain the benefits of other points of view.</p>	<p>The student will have added over 200 Key Terms to their understanding and analysis of ancient history. (Quizzes, Unit Exams, and Final Exams)</p> <p>Communicating important trends in ancient history will be done weekly through the Reading Graphic Organizer.</p>
<p><b>*Global Fluency Skills:</b> Identify and analyze traditions of citizenship and governmental responsibilities to citizens.</p>	<p>Students shall...</p> <p>- cultivate their understanding of the cultures, history, and lives of people throughout the world, appreciating diverse approaches to life and contextualizing their own experiences and cultures.</p> <p>- evaluate evidence and opinion in primary sources through the historical method of inquiry. Enhancement of written and verbal discourse is fostered through discussion, analysis, activities, and essay writing assignments.</p>	<p>One Primary Source Analysis Paper helps students to further evaluate and analyze historical periods, cultures, social and political ideas using primary sources and archaeological discoveries with the historical method of inquiry.</p> <p>Communicating important trends in ancient history will be done weekly through the Reading Graphic Organizer.</p>
<p><b>*Communication Skills:</b> Develop effective communication skills by sharing their interpretations of the past in a variety of written and/or oral assignments.</p>	<p>Students shall...</p> <p>- Describe, analyze, and develop informed perspectives on the significance of important movements that have shaped the world's diverse cultures.</p>	<p>These outcomes will be assessed on the Reading Graphic Organizer small group portion, Primary Source Analysis Paper, and Tests/Exams.</p>
<p><b>*Problem Solving Skills:</b> Examine historical developments with a particular emphasis on values and ethical choices, in light of being responsible citizens.</p>	<p>Students in this course shall develop the ability to reflect critically on their own ways of understanding the world. Students are encouraged to draw connections between historical events and the contemporary world, and communicate their interpretations in class.</p>	<p>These outcomes will be assessed on the Reading Graphic Organizer, Primary Source Analysis Paper, and group work</p>

## Course Policies:

### Attendance & Participation Policy

Regular postings for all classes is considered essential to optimum academic achievement. If the student is absent from more than 10% (percent) of class discussions, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20% (percent), the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See [Academic Policies](#) in the Undergraduate Academic Catalog.

It is expected that students will complete and submit the weekly assignments on the designated due date in accordance to the course assignment schedule and the syllabus.

- Late assignments are assessed at **2 points per day** beyond the due date. After 10 days, no late work is accepted. No exceptions, unless approved beforehand by the instructor.
- **An assignment cannot be turned in twice in hopes of receiving a better grade.**
- For the unit tests and final, no early exam dates nor due date extensions will be approved.
- Incompletes will only be assigned in extremely unusual circumstances.

It is expected that students will participate through online participation and other interactively-based assignments or projects.

- Failure to participate in or consistently late postings will result in the mark of absence.
- **RGO Connect will only receive points if the student participated with the group prior to the due date of the assignment.**

#### PLNU Copyright Policy

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

#### PLNU Academic Honesty Policy

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

**Plagiarism will result in a failing grade.**

Additional Notes:

- In writing research and analytical papers for a history class, it is essential to give proper acknowledgement to the source from which information is used whether that information is a direct quote, a paraphrase, or a summary of what the original author has written.
- How do I not plagiarize? The very best method of writing that avoids plagiarism is this: Read the source. THEN close the source. THEN write from memory. Check the source for spelling and dates. Cite the source.
- You are responsible to read the PLNU Academic Honesty Policies and Procedures located on the following page and also on this link:  
[https://catalog.pointloma.edu/content.php?catoid=18&navoid=1278#Academic\\_Honesty](https://catalog.pointloma.edu/content.php?catoid=18&navoid=1278#Academic_Honesty)

#### PLNU Academic Accommodations Policy

If you have a diagnosed disability, please contact PLNU's Disability Resource Center (DRC) within the first one week of class to demonstrate need and to register for accommodation by phone at 619-849- 2486 or by e-mail at [DRC@pointloma.edu](mailto:DRC@pointloma.edu). See [Disability Resource Center](#) for additional information.

### **Extra Credit:**

**All assignments are required for the completion of this course.**

There is only one extra credit assignment available for this course: Museum Visit. Details will be handed out in class and will also be available on Canvas. It is worth up to **20 points** and can be turned in at any point during the semester, but before Finals week.

Only 1 Museum / Exhibit Visit Reflection is allowed for extra credit.

### **Grades:**

Your grade for this course will be based on your performance in the following areas:

Activity:	Point Value:
Participation in Class through Discussions: 15 points per DQ (1 per week) = $15 \times 4 = 60$ points 4 points per Substantive Response (2 replies per DQ) = $4 \times 2 = 8 \times 4 = 32$ points	92
Reading Graphic Organizer (10 points HW and 15 points with Group, 25 points each week – 4 weeks total)	100
Primary Source Analysis Paper (120 Points)	120
Unit Tests (4 @ 30 points each)	120
Final Exam (1 @ 100 points)	100
<b>TOTAL:</b>	<b>532</b>

\* NOTE: Students are responsible to routinely check the My Grades tab. Students are responsible for missing and/or late work. No notices are sent. Grades are updated the week after the due date, and because of this, if you turned in an assignment and no grade is posted, you must notify me soonest. The **original email or posting** must be forwarded with the assignment. Any questions about missing grades or any questions regarding assignments **must** be emailed to me by the end of the semester so that final grades can be calculated.

## Grade Equivalents:

Letter Grade:	Percent Value:
A	94.0 – 100
A-	90.0 – 93.9
B+	87.0 – 89.9
B	83.0 – 86.9
B-	80.0 – 82.9
C+	77.0 – 79.9

C	73.0 – 76.9
C-	70.0 – 72.9
D+	67.0 – 69.9
D	60.0 – 66.9
F	59.9 and below
C	73.0 – 76.9
C-	70.0 – 72.9

## Course Requirements & Descriptions:

### Participation in DQs = 92 points

- See definition of attendance and participation starting on page 5.

### Reading Graphic Organizer (4 @ 25 points each – Graded as Credit / No Credit)

- Students are required to submit a Reading Graphic Organizer once per week, and it must be submitted in on Canvas.

- The Reading Graphic Organizer allows students to record ideas, feedback, questions, and new perspectives from their fellow classmates. (IC) This portion is to be completed as a collaboration through Google Slides (not synchronous), and it is worth **15 points as credit / no credit. No points will be awarded for those in the group who do not contribute to the Concept Map.**

### Primary Source Analysis Paper (120 points)

- Students are required to write one paper analyzing a primary source during the semester.
- Specifications on what to include and how to conduct an analysis of a Primary Source are outlined under **Primary Source Analysis Specifications.**
- **An assignment cannot be turned in twice in hopes of receiving a better grade.**

### Unit Tests (4 @ 30 points each)

- The Unit Test is open RGO, open book essay exams given in Canvas. Plagiarism / cheating will result in a failing grade.
- The Unit Tests contain 2 Essay Questions, plus Multiple Choice Key Terms Questions.
- No late tests are accepted, unless the student has received permission because of extenuating circumstances prior to the availability period for the exam and with proper evidence for the excuse.

### Cumulative Final Exam (100 Points)

- The Final Exam is an open RGO, essay exam. Plagiarism / cheating will result in a failing grade.
- Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Class Schedules](#) site. No requests for early examinations or alternative days will be approved.

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\*Job Readiness Skills are critically important for your success in your career / workplace when you graduate. Employees are looking for and hiring people with the following skills, and if you have these skills, you will be among those most ready and able to excel in your field:

#### Critical Thinking and Problem Solving:

- Identify relevant information and analyze data
- Restrain emotions during analysis
- Collaborate to develop and test possible solutions
- Adopt multiple perspectives and distinguish between fact and opinion

#### Global Fluency:

- Value differences and implement strategies for inclusion
- Interact effectively with people from diverse backgrounds
- Understand one's own biases and use that awareness to work to eliminate them

#### Communication Skills:

- Create written reports / papers
- Listen well
- Articulate clearly and accurately when speaking and writing

#### Teamwork & Collaboration Skills:

- Effectively communicate to define common goals

- Reach consensus on processes and solutions
- Work together to identify and utilize the strengths of each member.

**NOTE:** Students are responsible for reading this syllabus in its entirety. If there is anything that you do not understand regarding the course requirements, deadlines, examination dates etc., it is your responsibility to seek clarification as soon as possible. Missing assignment deadlines or failing in any other way to fulfill the requirements of this course cannot be excused by ignorance of those requirements.



NOTE: Students are responsible for reading this syllabus in its entirety. If there is anything that you do not understand regarding the course requirements, deadlines, examination dates etc., it is your responsibility to seek clarification as soon as possible. Missing assignment deadlines or failing in any other way to fulfill the requirements of this course cannot be excused by ignorance of those requirements.

## Course Syllabus Part 2: Detailed Weekly Course Schedule

\*Note that the weekly assignments are subject to change. Students should follow all instructions written here and given as announcements.



### Week 1 (Jan 11-16) - Unit 1: Early Complex Societies

Overarching Themes to Note While Reading:

- 1. **Date Range** - Unit 1: approx. 3800 B.C. to 500 B.C.
- 2. **Political & Military Structures** - How were people governed? What was the military’s role? What was the relationship between the ruler and the ruled, and between nations? What major events and / or people shaped their political & military structures?
- 3. **Social Structures** - What social patterns or hierarchies were present? What were the varying roles or expectations of men and women? Did religious practices play a role in their Social Structures?
- 4. **Religious Practices** - What was the predominant belief system of a people group? How did this belief system spread or become reinforced? What cultural traditions and social structures were formed because of their religious practices?
- 5. **Trade & Economics** - How did trade facilitate interaction and exchange? What goods / commodities / ideas / practices were traded / exchanged between cultures? How did the societies change because of these things?
- 6. **Arts & Innovation** – What was unique about their art (arts include writing, literature, music, painting, and other crafts)? What scientific discoveries or technological innovations helped advance their culture? How did it alter or impact their world?

### Week 1 - Unit 1: Early Complex Societies

Part A: Complex Societies in Southwest Asia and the Nile Valley (Ch. 2)

1. Due Tuesday:
- Readings:
- World Societies Chapter 2  
PS: Genesis 11:26-12:5 (available on Canvas)  
PS: Exodus 20 (available on Canvas)

Part B: China’s Classical Age (Ch. 4)

1. Due Tuesday:     **Readings:**             **World Societies, Chapter 4**
2. Due Tuesday:                             Reading Graphic Organizer Side A – Credit / No Credit Assignment (10 points)
3. Due Thursday:                           RGO Side B: Concept Map – Credit / No Credit Assignment (15 points)
4. Due Thursday:                           Discussion Question #1 (Replies due Saturday.)
5. Due Saturday:                           Primary Source Selection Due on Canvas (10 points – Credit/No Credit)
6. Due Saturday:                           Unit Quiz 1: 2 Essay Questions and Key Terms Quiz Ch. 2 & 4 (Canvas – 30 points)

### Key Terms from the Readings (Ch. 2)

Civilization	Mesopotamia	Euphrates & Tigris Rivers
Sumer / Sumerians	Sumerian City-States	Polytheism
Cuneiform	PS: “Gilgamesh’s Quest for Immortality”	Epic Poem
Sargon of Akkad	Map 2.1 “Spread of Cultures in Southwest Asia and the Nile Valley, ca. 3000-1640 BCE”	Hammurabi and his Law Code
Nile River	Upper Egypt & Lower Egypt	Pharaoh
Sun God Ra / Amon-Ra	<i>Book of the Dead</i>	Hyksos
Bronze	New Kingdom (1570-1070 BCE)	Hatshepsut
Map 2.2 “Empires and Migrations in Eastern Mediterranean”	Akhenaton	Indo-European Languages
Hittites	Bronze Age Collapse (ca. 1200 BCE)	Iron Age (ca. 1100 BCE)
Nubia	Image: “Nubian Cylinder Sheath”	Phoenicians
Alphabet	Yahweh	Hebrews, Israelites, and Jews
Slaves	David & his son Solomon	Ten Commandments
Assyrian Empire	Persian Empire	Cyrus the Great (ca. 559-530 BCE)
Darius (ca. 521-486 BCE)	“Rulers & Divine Favor for Babylonians and Hebrews”	Zoroastrianism & Ahuramazda

### Key Terms from the Readings (Ch. 4)

Yellow River	Loess	Shang Dynasty (ca. 1500-1050 BCE)
Royal Burials at Anyang	Lady Hao	Bronze Metalworking

Taotie	Logographic	Early Zhou Dynasty
Book of Documents	Mandate of Heaven	Shi
<i>Book of Songs</i>	"The Inglorious Side of War in the <i>Book of Songs</i> and the <i>Patirrupattu</i> "	Image: "Bells of the Marquis of Zeng"
Warring States Period (403-221 BCE)	Lord Mengchang	Crossbow
Cavalry	<i>The Art of War</i> & Sun Wu	Confucius
<i>Analects</i>	Ren	Mencius & Xunzi
Filial Piety	PS: "The Teachings of Confucius"	Dao & Daoism
Han Feizi & Legalists	Yin and Yang	<i>Book of Changes</i>

### Due Thursday: Discussion Question 1 (15 points):

- A) Choose one of the following "Thinking Like a Historian" sections to focus on / read:
- Option 1: Pages 40-41: Addressing the Gods
  - Option 2: Pages 98-99: Ideas About the Divine Realm
- B) What values / qualities / powers / relationships / beliefs / activities (or something else you find) are given the highest importance in the cultures represented in four primary sources? How does it add to our understanding of those societies?
- C) Argue the ways in which the four primary sources BEST demonstrate **two Overarching Themes** for Early Complex Societies. Use specific examples from "Thinking Like a Historian's" primary source examples.

**Replies Due Saturday (8 points):** Remember to post **two** participatory replies to other students' posts. In what ways do you agree with their opinion? Or disagree with their opinion? Or learn from their statements?



## Week 2 (Jan 18-23) - Unit 2: Classical Era

### Overarching Themes to Note While Reading:

1. **Date Range** - Unit 2: approx. 500 B.C. to 500 A.D.
2. **Political & Military Structures** - How were people governed? What was the military's role? What was the relationship between the ruler and the ruled, and between nations? What major events and / or people shaped their political & military structures?
3. **Social Structures** - What social patterns or hierarchies were present? What were the varying roles or expectations of men and women? Did religious practices play a role in their Social Structures?
4. **Religious Practices** - What was the predominant belief system of a people group? How did this belief system spread or become reinforced? What cultural traditions and social structures were formed because of their religious practices?
5. **Trade & Economics** - How did trade facilitate interaction and exchange? What goods / commodities / ideas / practices were traded / exchanged between cultures? How did the societies change because of these things?
6. **Arts & Innovation** – What was unique about their art (arts include writing, literature, music, painting, and other crafts)? What scientific discoveries or technological innovations helped advance their culture? How did it alter or impact their world?

### Week 2 - Unit 2: Classical Era

#### Part A: The World of Rome (Ch. 6)

- |                 |                  |  |
|-----------------|------------------|--|
| 1. Due Tuesday: | <b>Readings:</b> | <b>World Societies, Chapter 6</b>                                      |
|                 |                  | PS: Suetonius, <i>Lives of the Caesars: Nero</i> (available on Canvas) |
|                 |                  | PS: Acts Chapters 27 & 28 (available on Canvas)                        |

#### Part B: East Asia and the Spread of Buddhism (Ch. 7)

- |                  |                 |  |
|------------------|-----------------|--|
| 1. By Tuesday:   | <b>Reading:</b> | <b>World Societies, Chapter 7</b>  |
|                  |                 | PS: <i>The Great Tang Code: The Ten Abominations</i> (available on Canvas)       |
| 2. Due Tuesday:  |                 | Reading Graphic Organizer Side A – Credit / No Credit Assignment (10 points)     |
| 3. Due Thursday: |                 | RGO Side B: Concept Map – Credit / No Credit Assignment (15 points)              |
| 4. Due Thursday: |                 | Discussion Question #2 (Replies due Saturday.)                                   |
| 5. Due Saturday: |                 | Primary Source Introduction Due on Canvas (15 points)                            |
| 6. Due Saturday: |                 | Unit Quiz 2: 2 Essay Questions and Key Terms Quiz Ch. 6 & 7 (Canvas – 30 points) |

Key Terms from the Readings (Ch. 6)		
Romulus & Remus	Etruscans	Roman Republic
Senate	Consuls	Roman Roads
Map 6.1 “Roman Italy and the City of Rome”	Senatus Populusque Romanus (SPQR)	Patricians & Plebeians
Roman Ius Civile	Punic Wars (264-133 BCE)	Scipio Africanus (ca. 236-183 BCE)
Mare Nostrum	Paterfamilias	Slaves
Julius Caesar (100-44 BCE)	Augustus (63 BCE – 14 CE)	Cleopatra VII (69-30 BCE)
Virgil (70-19 BCE) & the <i>Aeneid</i>	Map 6.2 “Roman Expansion”	Pax Romana
“Roman & Chinese Officials in Times of Disaster”	Imperial Rome	Roman Architecture: Coliseum, Pantheon, Pont du Gard at Nimes
Christianity	Messiah (Jesus of Nazareth)	Pagan
Paul of Tarsus	Bishops	Diocletian (244-311 CE)
“The Edict of Toleration and the Edict of Milan”	Constantine	Constantinople

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Key Terms from the Readings (Ch. 7)		
Qin Dynasty Unification (221-206 BCE)	Great Wall	Han Dynasty (206 BCE – 220 CE)
Confucian Classics	Map 7.1 “The Han Empire”	<i>Records of the Grand Historian</i>
Invention of Paper	Map 7.2 “The Silk Trade in the 7 <sup>th</sup> Century CE”	Emperor Wu
Silk Road	Tributary System	The Ban Family
Eunuchs	Age of Division (250-589 CE)	Buddhism
Karma, Nirvana	“6 <sup>th</sup> Century Biographies of Buddhist Nuns”	Map 7.3 “The Spread of Buddhism”
Sui Dynasty (581-618 CE)	Grand Canal	Tang Dynasty (618-907 CE)
Empress Wu	Poet Li Bo (701-762 CE)	Pure Land Buddhism
Chan or Zen Buddhism	Vietnam	Korea
Japan	Shinto	Nara
“Coping with Epidemics in Japan and Byzantium”		

**Due Thursday: Discussion Question 2 (15 points):**

- A) Choose one of the assigned Primary Sources below:
- **Suetonius, Lives of the Caesars: Nero**
  - **Acts Chapters 27 & 28**
  - **The Great Tang Code: The Ten Abominations**
- B) Demonstrate your understanding of the Primary Source by finding and discussing two Overarching Themes that are present within the Primary Source.
- C) Argue the ways in which these two Overarching Themes are connected within your selected Primary Source, again by using specific examples from your Primary Source reading and RGO Concept Map Group Collaboration.
- D) In your opinion, how does this Primary Source resonate with your understanding of the world today? In what ways?

**Replies Due Saturday (8 points):** Remember to post two participatory replies to other students' posts. In what ways do you agree with their opinion? Or disagree with their opinion? Or learn from their statements?



## **Week 3 (Jan 25-30) - Unit 3: Post-Classical Era**

### Overarching Themes to Note While Reading:

1. **Date Range** - Unit 3: approx. 500 A.D. to 1000 A.D.
2. **Political & Military Structures** - How were people governed? What was the military's role? What was the relationship between the ruler and the ruled, and between nations? What major events and / or people shaped their political & military structures?
3. **Social Structures** - What social patterns or hierarchies were present? What were the varying roles or expectations of men and women? Did religious practices play a role in their Social Structures?
4. **Religious Practices** - What was the predominant belief system of a people group? How did this belief system spread or become reinforced? What cultural traditions and social structures were formed because of their religious practices?
5. **Trade & Economics** - How did trade facilitate interaction and exchange? What goods / commodities / ideas / practices were traded / exchanged between cultures? How did the societies change because of these things?
6. **Arts & Innovation** – What was unique about their art (arts include writing, literature, music, painting, and other crafts)? What scientific discoveries or technological innovations helped advance their culture? How did it alter or impact their world?

## **Week 3 - Unit 3: Post-Classical Era**

### **Part A: Continuity and Change in Europe and Western Asia (Ch. 8)**

- |                 |                  |  |
|-----------------|------------------|--|
| 1. Due Tuesday: | <b>Readings:</b> | <b>World Societies, Chapter 8</b>  |
|                 |                  | <b>PS: Justinian's Code (Justice &amp; Law, Book of Persons) (available on Canvas)</b> |
|                 |                  | <b>PS: Nicene Creed (available on Canvas)</b>  |

### **Part B: The Islamic World (Ch. 9)**

- |                  |                  |  |
|------------------|------------------|--|
| 1. Due Tuesday:  | <b>Readings:</b> | <b>World Societies, Chapter 9</b>  |
|                  |                  | <b>PS: Muhammad's Last Sermon (available on Canvas)</b>                          |
|                  |                  | <b>PS: The Sunan Selections - (available on Canvas)</b>                          |
| 2. Due Tuesday:  |                  | Reading Graphic Organizer Side A – Credit / No Credit Assignment (10 points)     |
| 3. Due Thursday: |                  | RGO Side B: Concept Map – Credit / No Credit Assignment (15 points)              |
| 4. Due Thursday: |                  | Discussion Question #2 (Replies due Saturday.)                                   |
| 5. Due Saturday: |                  | Primary Source Summary Due on Canvas (25 points)                                 |
| 6. Due Saturday: |                  | Unit Quiz 3: 2 Essay Questions and Key Terms Quiz Ch. 8 & 9 (Canvas – 30 points) |

Key Terms from the Readings (Ch. 8)		
Byzantine Empire	Constantinople	Map 8.1 “The Byzantine and Sassanid Empires”
Sassanid Empire	Justinian’s Code	“Slavery in Roman and Germanic Society”
Greek Fire	Justinian Plague	Theodora of Constantinople
Dioceses	Heresy	Saint Jerome and Saint Ambrose
Roman Catholic Church	Eastern Orthodox Church	Nicene Creed
Popes	Monasticism	<i>Rule of St. Benedict</i>
Saint Augustine	Sacraments	Iconoclastic Controversy
Barbarian	“Roman and Byzantine Views of Barbarians”	Wergeld
Odoacer	Missionaries	Penance
Saints	Map 8.3 “Spread of Christianity”	Merovingian
Carolingian	Charlemagne	“The Capitulary de Villis”
Treaty of Verdun (843 CE)		

Key Terms from the Readings (Ch. 9)		
Islam / Muslim	Bedouin	Muhammad
Allah	Qu’ran	Hadith & Sunna
Five Pillars of Islam	Ka’ba	Hijra & Hajj
Mecca & Medina	Umma	Map 9.1 “The Expansion of Islam, 622-900”
Diwan	Shi’a & Imam	Sunni & Ulama
Abbasid Caliphate	Sharia	Umayyad Dynasty
Emir	Dhimmis	Slavery
“Abu Hamid al-Ghazali on the Etiquette of Marriage”	Map 9.2 “The Expansion of Islam and Its Trading Networks in 13 <sup>th</sup> & 14 <sup>th</sup> Centuries”	“The Risks and Rewards of Indian Ocean Seaborne Trade”
Baghdad & Cordoba	Caliph	<i>The Thousand and One Nights</i>
Madrasas	Mozarabs	Ibn Battuta
Al-Khwarismi (d. ca. 850 CE)	“Amusing Animal Stories by Syrian and Greek Authors”	Sufism



### Due Thursday: Discussion Question 3 (15 points):

- A) Choose one of the assigned Primary Sources below:
- **Nicene Creed**
  - **Muhammad's Last Sermon**
  - **The Sunan Selections**
- B) Demonstrate your understanding of the Primary Source by finding and discussing two Overarching Themes that are present within the Primary Source.
- C) Argue the ways in which these two Overarching Themes are connected within your selected Primary Source, again by using specific examples from your Primary Source reading and RGO Concept Map Group Collaboration.
- D) In your opinion, how does this Primary Source resonate with your understanding of the world today? In what ways?

**Replies Due Saturday (8 points):** Remember to post two participatory replies to other students' posts. In what ways do you agree with their opinion? Or disagree with their opinion? Or learn from their statements?



### **Week 4 (Feb 1-6) - Unit 4: Pre-Modern Era**

#### Overarching Themes to Note While Reading:

1. **Date Range** - Unit 4: approx. 1000 A.D. – 1500 A.D.
2. **Political & Military Structures** - How were people governed? What was the military's role? What was the relationship between the ruler and the ruled, and between nations? What major events and / or people shaped their political & military structures?
3. **Social Structures** - What social patterns or hierarchies were present? What were the varying roles or expectations of men and women? Did religious practices play a role in their Social Structures?
4. **Religious Practices** - What was the predominant belief system of a people group? How did this belief system spread or become reinforced? What cultural traditions and social structures were formed because of their religious practices?
5. **Trade & Economics** - How did trade facilitate interaction and exchange? What goods / commodities / ideas / practices were traded / exchanged between cultures? How did the societies change because of these things?
6. **Arts & Innovation** – What was unique about their art (arts include writing, literature, music, painting, weaving, pottery, and other handicrafts)? What scientific discoveries or technological innovations helped advance their culture? How did it alter or impact their world?

## Part A: World Societies (Ch. 12)

**PS: The Election and Enrollment of a Great Khan (available on Canvas)**

**PS: The Fall of Antioch (available on Canvas)**

6. Due Saturday: Unit Quiz 4: 2 Essay Questions and Key Terms Quiz Ch. 12 & 14 (Canvas – 30 points)

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Key Terms from the Readings (Ch. 14)		
Vikings	Vassal	Fief
Feudalism	Manorialism	Map 14.1 "Invasions and Migrations of the 9 <sup>th</sup> and 10 <sup>th</sup> Centuries"
Serf / Serfdom	The Christian Church	Simony
Pope Gregory VII	Monastic Life	Heresy
Eastern Orthodox Church	Hidegard of Bingen	Reconquista
Crusades (First Crusade)	Map 14.2 "The Crusades, 1096-1270 CE)	Peasants
"Courtly Love Poetry"	Chivalry	Craft Guilds
Hanseatic League (1300-1400 CE)	Commercial Revolution	Universities and Scholasticism
Cathedrals	Great Famine (1315-1322 CE)	Black Death (1347-1350 CE)
The Hundred Years War	"Italian and English Views of the Plague"	Joan of Arc
English Peasant Revolt (1381 CE)		

#### Due Thursday: Discussion Question 4 (15 points):

- A) Choose one of the following "Thinking Like a Historian" sections to focus on / read:
- Option 1: Pages 330-331: The Mongol Army
  - Option 2: Pages 386-387: Christian and Muslim Views of the Crusades
- B) What values / qualities / powers / relationships / beliefs / activities (or something else you find) are given the highest importance in the cultures represented in these primary sources? How does it add to our understanding of those societies?
- C) Argue the ways in which the primary sources BEST demonstrate **two Overarching Themes** for Pre-Modern Societies. Use specific examples from "Thinking Like a Historian's" primary source examples.

**Replies Due Saturday (8 points):** Remember to post **two** participatory replies to other students' posts. In what ways do you agree with their opinion? Or disagree with their opinion? Or learn from their statements?



## **Week 5 (Feb 8-12) - Unit 5: Finals Week**

### **Cumulative Final Exam & Final Draft of PSA Paper**

**Cumulative Final Exam (100 points)**

**Final Draft of PSA Paper (20 points)**

The Final Exam is an essay exam. It is an open RGO exam based off the discussions, lectures, RGOs, and Key Terms (found in the Syllabus from Units 1-4 in the semester.

**NO CHANGES TO EXAM TIME / DATE WILL BE ALLOWED.**

### **Course Requirements & Descriptions:**

#### **Participation in DQs = 92 points**

- See definition of attendance and participation starting on page 5.

#### **Reading Graphic Organizer (4 @ 25 points each – Graded as Credit / No Credit)**

- Students are required to submit a Reading Graphic Organizer once per week, and it must be submitted in on Canvas.
- The Reading Graphic Organizer allows students to record ideas, feedback, questions, and new perspectives from their fellow classmates. (IC) This portion is to be completed as a collaboration through Google Slides (not synchronous), and it is worth **15 points as credit / no credit. No points will be awarded for those in the group who do not contribute to the Concept Map.**

#### **Primary Source Analysis Paper (120 points)**

- Students are required to write one paper analyzing a primary source during the semester.
- Specifications on what to include and how to conduct an analysis of a Primary Source are outlined under **Primary Source Analysis Specifications**.
- **An assignment cannot be turned in twice in hopes of receiving a better grade.**

#### **Unit Tests (4 @ 30 points each)**

- The Unit Test is open RGO, open book essay exams given in Canvas. Plagiarism / cheating will result in a failing grade.
- The Unit Tests contain 2 Essay Questions, plus Multiple Choice Key Terms Questions.
- No late tests are accepted, unless the student has received permission because of extenuating circumstances prior to the availability period for the exam and with proper evidence for the excuse.

#### **Cumulative Final Exam (100 Points)**

- The Final Exam is an open RGO, essay exam. Plagiarism / cheating will result in a failing grade.

- Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Class Schedules](#) site. No requests for early examinations or alternative days will be approved.
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**NOTE: Students are responsible for reading this syllabus in its entirety. If there is anything that you do not understand regarding the course requirements, deadlines, examination dates etc., it is your responsibility to seek clarification as soon as possible. Missing assignment deadlines or failing in any other way to fulfill the requirements of this course cannot be excused by ignorance of those requirements.**