

Ancient and Medieval Europe 111 (OL)

COURSE SYLLABUS

(Fall 2019)

Nicholas Kaminsky, M.A.
Office: HH309
nicholas.kaminsky@blc.edu

COURSE DESCRIPTION: Ancient and Medieval Europe is an introduction to and survey of the History of Western Civilization from its ancient origins in Mesopotamia, Egypt, Greece and Rome through the Middle Ages to the beginnings of the Renaissance (ca. 1400). 3 semester credits

PHILOSOPHY: This course is in complete accord with Bethany's Mission Statement. It is a Liberal Arts course that seeks to foster spiritual, intellectual and creative growth, self-understanding and responsible citizenship, helping students to have a clearer understanding of Christian vocation which calls us to make the most of our God-given talents in any walk of life.

BLC Institutional Objectives

By graduation, a Bethany Lutheran College student will:

1. Recognize that the historic Christian faith professes that God the Holy Trinity is the source of all knowledge and truth, and that His wisdom is most clearly revealed in the life, death, and resurrection of Jesus Christ.
2. Demonstrate intellectual, creative, and problem-solving skills.
3. Demonstrate an understanding of personal and public responsibility.
4. Develop habits of thinking that apply to a fulfilling life of learning.

History Dept. Learning Outcomes (rev. 4/28/2014) for the History and Broad Field Social Studies Majors

	The student shall demonstrate an ability:
1. People to Identify	To identify the values and goals of important people of the past as they sought to influence their world.
2. Concepts to Understand	To identify chief characteristics of past world civilizations.
3. Events to Explain	To explain the roles of people, ideas, institutions, and actions in shaping historical developments.
4. Documents to Interpret	To apply critical thinking skills to the analysis of primary and secondary sources, including both written and visual media.
5. Places to Locate	To summarize the human and physical geography of major world civilizations, from ancient times to the present.
6. Turning Points to Remember	To formulate a broad, historical perspective on world history, in order to become an historically informed participant in present-day American and global civic life.
7. Techniques for Communicating	To polish with professional competence a work of formal academic writing, including documentation in the accepted style of the discipline, and to present a summary of one's research orally.
*8. Disciplines to Integrate	To demonstrate an ability to integrate multiple social studies disciplines (e.g., economics, political science, sociology, psychology) into the study of history.

*Program Learning Outcome 8 applies exclusively to the Broad Field Social Studies Major; all other objectives apply to both the History and the Broad Field majors.

In this course, HIST111:

Objectives 1-3, 6 will be met by class lectures, quizzes, and exams.

Objective 4 will be met by group work on primary source documents from the readers.

Objective 5 will be met by geography quizzes.

Objective 7 will be met by the paper writing assignments.

I. Approximate Course Outline and Assignments (Subject to Change as Necessary)

A Unit I

- 1 Topics: Beginnings of history and civilization; Ancient Mesopotamians; Egyptians; Hebrews; Near Eastern Empires
- 2 Assignments:
 - a Primary source readings as assigned.
 - b Geography worksheets as assigned.
 - c First Unit Exam: **September 13, 2019.**

B Unit II

- 1 Topics: Ancient Crete (Minoan), the Archaic, Ancient and Classical Greeks; Greek Philosophy; Alexander the Great and Hellenism.
- 2 Assignments:
 - a Primary source readings as assigned.
 - b First analytical essay on article, museum visit, documentary video or DVD, etc., on any subject covered in this course. If you choose to watch a video or DVD make sure it is a documentary and not a travel log. Do not rely on the library to select the correct videos for you. Please note, those anticipating a career in elementary education are **REQUIRED** to watch a documentary, read an article, etc., on Egypt. Due **October 7, 2019.**
 - c Geography worksheets as assigned.
 - d Second Unit Exam: **October 11, 2019.**

C Unit III

- 1 Topics: Early Rome, the Roman Republic, the rise of the Roman Empire, and the "fall" of Rome and disintegration of the Ancient world.
- 2 Assignments:
 - a Primary source readings as assigned.
 - b First reaction essay on travel log on either the Middle East, North Africa or Europe due **November 4, 2019.** Make sure this is on a travel log and not a documentary. A travel log is like a documentary but highlights one country, city or region often in a promotional way. It is not necessarily very historical. A travel log on Egypt is recommended for those contemplating a career in elementary education.
 - c Geography worksheets as assigned
 - d Third Unit Exam: **November 8, 2019.**

D Unit IV

- 1 Topics: The "Dark Ages"; the Carolingian "Renaissance"; and Viking invasions, the High Middle Ages, growth of cities and commerce; emergence and growth of kingdoms; the Crusades; the calamitous Fourteenth Century; the disintegration of Medieval society; and the start of the Renaissance
- 2 Assignments:
 - a Primary source readings as assigned.
 - b Second reaction essay on travel log on either the Middle East, North Africa or Europe due **December 2, 2019.**
 - c Geography worksheets as assigned.
 - d Fourth Unit test and Final Exam: **December 9, 2019.**

II. Textbook:

You do **NOT** need to purchase a textbook for this class. All of the readings will be available for free on Moodle.

III. EXPLANATION OF ASSIGNMENTS

1. **Lecture Videos:** You are required to watch all of the lecture videos, as well as any other videos posted on Moodle. You should be sure to take notes on the lecture videos, just as you would in a physical classroom. Watching the videos will count toward your participation score.
2. **Primary Source Study Questions:** Many of the primary source readings are followed by a brief quiz. The questions are generally not very complex and should be relatively easy to answer if you have completed the readings.
3. **Discussion Questions:** Group discussion questions are more open-ended than the study questions and are an opportunity for a more in-depth analysis of the primary source readings. Be sure to actually participate and contribute original thoughts to the discussion. It's not enough to simply say, "I agree" or "I disagree." You have to be able to explain *why* you agree or disagree.
4. **Geography Worksheets:** When studying history, it is beneficial to have a basic understanding of the locations of the places being discussed. For this course, there are four different maps with which you should become familiar. To this end, you will periodically be completing "open book" worksheets on each of them. "Open book" means that you are allowed to use the study guide while completing the worksheet.
5. **Documentary Review Paper:** For this assignment you will watch a documentary on any topic within the scope of this course and write a 3-4 page paper summarizing and analyzing it. Guidelines, as well as instructions on selecting an eligible documentary, will be posted on Moodle.
6. **Travel Log Papers:** For this assignment you will watch a travel video on some relevant location (a list of eligible videos will be provided on Moodle) and then write a 2-3 page paper in the style of a journal as if you had actually travelled to the location in the video. This assignment is meant to give you a feel for what places we are studying in HIST 111 are like today.
7. **Exams:** There are four different unit exams that you will take as part of this course. Except for the last one, you will have a full week in which to take the exam. The exams will be open-book, meaning that you may use your class notes and will not need a proctor.
8. **Final Essay Exam:** At the end of this course you will write a final essay in which you'll have the chance to demonstrate your comprehension of the course material, as well as the way in which history ties together and influences us in the modern day.
9. **Extra Credit:** There is none; please do not ask. Put your time and energy into the scheduled work.

IV. OTHER INFORMATION:

- A Any cheating on tests, quizzes or plagiarizing on written assignments (including turning in written work when you have not read or watched the necessary material) will result in a lower grade and could even result in failure of the course.
- B **PLAGARISM: DON'T DO IT!** The MLA Handbook has defined plagiarism as follows:
1. Repeating another's sentences as your own
 2. Adopting a particular apt phrase as your own
 3. Paraphrasing someone else's argument as your own
 4. Presenting someone else's line of thinking as though it were your own

To restate this, in short, to plagiarize is to present someone else's work as your own, without crediting or citing the source. Direct, word-for-word copying (within reason) is permissible if the material appears in quotation marks and if the source is cited. Rephrasing and summarizing is permissible if the source is thoroughly rephrased and correctly cited. The instructor reserves the right to fail any student involved in plagiarism.¹

HIST111 Grade Weighting (226 points total)

4 Unit Exams – 80 points (20 each)

Final Exam – 20 points

12 Geography Worksheets - 36 points (3 each)

1 Analytical Essay on a documentary – 20 points

2 Travelogue Papers – 40 points (20 each)

Class Participation (including watching all videos and participating in discussions) – 30 points

***Grade Weighting is subject to change if necessary. Students will be notified**

¹ *MLA Handbook for Writers of Research Papers, Theses, Dissertations* (N. Y. Modern Language Association, 1977).