

HST101 History of Western Civilization I (40333)

Portland Community College Fall 2011, M/W 11:00-12:50, Syl SS 109

Instructor: Sylvia Gray; **Phone:** (503) 977-4073; **Email:** sgray@pcc.edu

Web Page: www.pcc.edu/staff/sgray (or find my name on PCC website; click web icon)

Office: Syl SS 215, H77; Hours: M W/Th 10:00-11:00; M-Th 1:00-1:30; Th 2:00-3:00 (or by arrangement)

Western Civilizations: Ancient World to Early Medieval Europe (4 credits)

Western Civilization: Ancient World to Medieval Studies the ancient civilizations of Egypt, Mesopotamia, Greece and Rome. Covers development of Judeo-Christian beliefs, early Islamic civilization, the Byzantine Empire and the early Medieval period. Prerequisites: WR 115, RD 115 and MTH 20 or equivalent placement test scores.

Required Materials [copies are on reserve in the library]:

Levack, Brian, et al. *The West: Encounters & Transformations*. NY: Pearson/Longman, 2007. [ISBN 0-321-36404-X]

Perry, Marvin, et al. *Sources of the Western Tradition* Volume I. (Custom) Boston: Houghton Mifflin Company, 2010.

[ISBN 9781111633462] [Please bring this book to class with you.]

Gray, Sylvia. *Ask the Ancients: Astonishing Advice for Daily Dilemmas*. Xlibris, 2008. [ISBN 978-1-4363-1277-6]

Two Blue Books for exams.

Course Outcomes:

- Use critical thinking to evaluate historical changes and their impact on western civilization
- Recognize and appreciate the diverse contributions of various civilizations to the western tradition
- Identify culturally-based assumptions which have influenced the perception and behavior of people in the past
- Communicate effectively through written and other assignments.

Evaluation:

Required (75% of your grade; points subtracted if you omit any of these):

60 Two exams, weighted equally (30 each)

5 Historical Shapes Assignment

10 Essay based on *Ask the Ancients*

Options for building the remaining REQUIRED 25% of your grade (i.e. mix and match):

5 each Short essays worth five points

5 Time Line representing the periods and topics covered in this course

5 each Attendance at approved event and response paper

10 each Oral presentation

1 each Attend English Skills Workshop in Student Success Center (obtain signed slip)

25 Service Learning Project

Extra Credit: Up to 10 points of extra credit possible by doing more assignments (see above).

Email: Please check your mypcc email daily!

Attendance: Lateness is not encouraged but is preferred to absence. When you miss class, you often miss a whole civilization – so do your best to show up. Stay in touch with me!

Withdrawal: It is your responsibility to withdraw from this course if you decide not to finish.

Participation and Respect: Appropriate participation can affect your grade positively. There may be film worksheets, in-class writes, and small group or general group discussions in class. These discussions will be exploratory, and you should feel free to express your opinions as long as you remain respectful of your classmates and the instructor. (See PCC's Policies [http://www.pcc.edu/pcc/abt/rights/student_rights/codeofconduct.htm].)

Plagiarism: All written work in this course must be your own, and if you quote, use quotation marks and include an appropriate citation. Here is a brief guide for citing sources (<http://www.pcc.edu/library/tutorials/citing.htm>). See PCC's policies on plagiarism (http://www.pcc.edu/pcc/abt/rights/student_rights/integrity.htm)

Students with Disabilities: If you need special consideration because of a disability, please contact the office for Students with Disabilities (503-977-4341) and talk to me early in the term. I will be happy to accommodate you.

Estimated Course Schedule (any changes will be announced in class and posted in mypcc):

Week I (September 26 and 28)

Subject: Introduction; Nature of History; Mesopotamia

Readings: *The West*: What is the West?; Ch 1 (leave out Egypt); Sources Ch. 1 on Mesopotamia

Video: *Iraq, Cradle of Civilization* (PCC streaming video or Anneberg)

Week II (October 3 and 5) (**Historical Shapes Assignment due October 5**)

Subject: Mesopotamia, continued; Egypt

Readings: *The West* Chs. 1 and 2 (leave out Hebrews); Sources Ch. 1 on Egypt

Video: *Egypt, Quest for Eternity* or [Annenberg *The Ancient Egyptians*: <http://www.learner.org/resources/series58.html>]

Week III (October 10 and 12)

Subject: Age of Empires: Assyrians, Neo-Babylonians; Minoans and Mycenaens; Hebrews

Readings: *The West* 2, continued ; Sources Ch 1 Section 6: "Empire Builders;" 2 on the Hebrews

Video: *From Bronze to Iron* [Annenberg: <http://www.learner.org/resources/series58.html#>]

Week IV (October 17 and 19)

Subject: Persians, early Greeks

Readings: *The West* Ch 3 through page 91; Sources 3 to page 59

Week V (October 24 [**note: October 26 is Inservice Day – no day classes**])

Subject: The Greeks

Readings: *The West* Ch 3; Sources 3 to p. 88

Week VI (October 31 and **Midterm November 2**)

Subject: Greeks, finish up

Video: *The Classical Ideal* [Annenberg: <http://www.learner.org/resources/series1.html#>]

Week VII (November 7 and 9)

Subject: Alexander the Great and the Hellenistic World; The Roman Republic

Readings: *The West* 4 and 5; Sources 3 from p. 89; begin Sources 4

Video: *In the Footsteps of Alexander*

Week VIII (November 14 and 16) (**Ask the Ancients Assignment due November 16**)

Subject: The Roman Empire

Readings: *The West* 5, continued, and 6 to page 192; Sources continue 4 and 5

Video: *Julius Caesar's Rome*

Week IX (November 21 and 23)

Subject: The Rise of Christianity

Readings: *The West* 6 from 192 and 7 to p. 222; Sources 6

Video: *From Jesus to Christ*: Volume IV

Week X (November 28 and 30)

Subject: Heirs to Empire: Germanic Invasions, Byzantium, Islam

Readings: *The West* 7 from p. 222 and 8; Sources 7

Video: *Islamic Art; The Byzantine Empire* [Annenberg <http://www.learner.org/resources/series58.html#>]

Week XI (December 5 and 7) [**Service-Learning and any other projects due December 7**])

Subject: Early Medieval World

Readings: *The West* 9 to p. 288 ; Sources 6 from p. 171; 7, continued.

Final Exam: 11:00-12:50, December 12th

Required: Historical Shapes Assignment (5 points) (due October 5)

Part A: Star: Literal Aspects

Purpose: Before trying to discover the historical significance of a primary source, it can be useful to pin down the literal meaning and historical context of the piece. The elements are often interrelated, and this is why the star is a good visual approach.

- Choose a primary source from the reading assignments.
- Draw a big star and label each corner:
 - Title of the primary source (It helps to know the name of things) (include page # please)
 - Who (Who's involved here?)
 - What (This should be meatiest: summarize in a sentence or two what the primary source is all about)
 - When (Time period)
 - Where (Location/setting),
- As you read the preliminary editorial comments and the primary source itself, take notes for each point on the star. Be sure you can provide evidence for each of your statements.

Part B: Triangle: Historical Significance

Purpose: This second step asks you to go beyond the literal meaning and context in order to interpret the document.

- Draw a triangle
- Take the same primary source, but this time labels should be:
 - Purpose (Why do you think this was written?)
 - Omissions (What topics or issues were ignored or left out?)
 - Significance (In what way is this document historically important?)

Part C: Circle: Reflection

Purpose: This step asks you to summarize your findings and personalize the experience

- Draw a circle – we're pulling things together now!
- Write a few lines on the following:
 - Summarize your findings: what it is and what it means.
 - Elaborate on how this document may speak to current issues
 - Describe one way in which this document sparked your interest, addressed an issue of importance to you – or write another personal reflection.

Ask the Ancients Assignment (10 points) (due November 16) (2-3 pages, double-space, indent)

Part A: First, read the book! Remark in your first paragraphs of your paper on at least two things that caught your attention – whether you were amazed, entertained, offended, or other.

Part B: Pick one of the ancient authors mentioned in the book, track down some of his (or her) writings, and read 15 pages or more of this author. (Many writings are easily accessible on the internet.) In the rest of your paper include:

- What you read and who wrote it (say something about the ancient writer, too!)
- A brief summary
- A brief illustrative quotation. Refer to the “chapter/verse” numbers rather than page numbers.
- How the reading relates to the present (or if not, why not?)
- Your personal reaction
- Be sure to include the citation for the reading. See <http://www.pcc.edu/library/research/handouts/mla-handout-2009.pdf> for help on proper formatting. All the punctuation is very important.

Other Assignments to Choose From (see pages 4, 5, and 6):

Short Essays: READ THIS BEFORE YOU START YOUR ESSAYS!

*Due on the date it is assigned or the following week – they won't be counted late. I will not accept papers later than that.

*One and a half pages, **typed, double-spaced, indented, essay number at the top of the page.**

*Cite at least one reference from a primary source taken from the *Sources of the Western Tradition* text. [A primary source is something that was actually written during the time period we are studying, not things written by modern scholars.] Using the footnotes or introductory remarks for clues, try to figure out who really wrote whatever you are quoting and what it is. Please refer to the title of the individual document and/or author, and the page number in our text. For example: (Akhenaten. *Hymn to Aton* 16). (Be aware that this is not the full-fledged citation you would typically include in a formal research paper.) You may use the *Western Civilizations* text to help you. If you paraphrase from there or quote anything verbatim, be sure to also include that citation.

*Evaluation: 5 points for good content, analysis, arguments, references, presentation, spelling, grammar, punctuation. It goes down from there, but you may always redo papers, taking my comments into account. Assuming your essay is improved, I will raise your grade. Attach first paper to your improved version. If you neglect to refer to a primary source with a citation, you will not receive more than three points.

Essay # 1 (Due October 3)

Describe an aspect of the Mesopotamian value system and compare it to your own.

Essay # 2 (Due October 5)

Argue for or against: Egyptian society worked well because the Pharaohs associated themselves with the gods and people believed that story.

Essay #3 (Due October 17)

Argue for or against: Assyrians and Persians cared only for their empires and not for the peoples living in them.

Essay #4 (Due October 19)

Argue for or against: Hebrew society was an anomaly in the ancient world because of its unique ideas.

Essay #5 (Due October 24)

Describe the self-image of a Greek of the age of Pericles (hint: his "Funeral Oration" is a good starting place). How does it compare to the American self-image?

Essay #6 (Due November 9)

Argue for or against: Alexander "the Great" really deserved his title!

Essay #7 (Due November 14)

Argue for or against: The Roman Republic fell into chaos because it had expanded too quickly. [note: "Roman Republic" only refers to Rome through 27 BCE.]

Essay #8 (Due November 16)

Argue for or against: Augustus truly deserves the praise he gives himself in the *Res Gestae*.

Essay #9 (Due November 23)

Present three brief arguments for why Christianity took root while other religions of the same time disappeared.

Essay # 10 (Due November 30)

Why was Islamic culture more vibrant than medieval European culture during the early Medieval period?

Essay #10 (Due December 7)

Argue for or against: Charlemagne was an altruistic, visionary, excellent king.

TimeLine (5 points) (due December 7):

This should be a *visual* representation of the time periods and empires we cover this term (i.e. up to c. 1000CE). This assignment is to help you visualize the flow of history that we are considering. **Do not just make a list with names and dates!** Make it detailed enough to cover the periods but not so detailed that it confuses you. I grade on perceived usefulness and completeness, but I also take creativity into consideration.

Event Attendance, Documentary, or Related Movie (5 points) (Due December 7, latest)

Attend an approved event or watch a related (and approved) movie (*no more than one movie, no more than two documentaries*)

Please attach a ticket or program if possible. Response papers must include:

- details of the event, movie, or documentary (organization, speaker, director of movie, etc.)
- a brief summary
- connection to the course
- analysis: is it true to history? Is it biased?
- your personal response.

Possibilities:

- *Classic Greek Theatre* - <http://www.classicgreektheatre.org/> Cerf Amphitheatre, Reed College. TBA
 - Free lectures sponsored by the Archaeological Institute of America (AIA) (See <http://www.historyforkids.org/AIA.htm>):
 - October 14th, 2011 - Friday 7:30 pm - School of Business Auditorium PSU; Marjorie Venit, University of Maryland: “Imaging the Afterlife: Cultural Exchange in Monumental Tombs of Graeco-Roman Egypt” (Parking is free after 7:00 PM in the PSU parking lots.)
 - [November lecture – TBA]
-

Oral Presentations and Approximate Week (These can be a lot of fun! 10 points)

- See the following list for possible topics. If you have a better idea, don't hesitate to bring it up. You are responsible to arrange a topic and a date with the instructor. *The earlier the better!*
- Guidelines: About ten minutes. Include who, what, when, where, and historical significance.
- Try to make it fascinating. One approach would be to go to an encyclopedia or scholarly website for the basic information, and then look somewhere else to find further interesting things.
- Please hand in a sheet with your sources listed. (Wikipedia is okay if you also use other things.)

Week 2 (Mesopotamia, Egypt)

King Tut Hatshepsut Akhenaten Tutmosis III Ramses II

Weeks 4 and 5 (Greeks)

Sappho Hesiod Homer Pindar Aristophanes
Euripides Pythagoras Sophocles Aeschylus Aristotle

Week 7 (Alexander and Hellenistic World)

Alexandria Aristarchus Euclid Ptolemy I or II Epicureanism Stoicism

Week 7 and 8 (Romans)

Hannibal Cicero Sulla Livia Gracchi Brothers
Virgil Ovid Horace Caligula Trajan
Nero Cleopatra Claudius Hadrian Agrippina

Week 9: Christianity

St. Ambrose St. Augustine St. Benedict Council of Nicaea

Weeks 10 and 11 (Germans, Byzantium, Islam)

Vandals Ostrogoths Visigoths Huns Alcuin Mecca Justinian and Theodora

History Service Learning Project (possible 25 points; due December 7)

This project will require at least 10 hours of service at an approved site, an evaluation from the site, and a 3-4 page paper explaining what you learned and your reactions. You will also briefly tell the class about your experience. This can be a wonderful opportunity to both serve the community and learn some practical aspects of the discipline of history.

Projected Outcomes

- Gaining experience and knowledge in practical aspects of preserving or communicating history
- Contributing to the health of the community and the specific organization
- Reflecting on the experience and communicating it with others

Getting Started

- You are ultimately responsible to find your own placement. *You must do this early in the term.*
- Go to PCC's Service-Learning page www.pcc.eduservice-learning. Go to "Community Connector," and under "faculty" click on my name.
 - Two partner organizations which have had many of my students do successful projects are Oregon Nikkei Legacy Center, Washington County Historical Society and Museum, and more recently, Wings of Freedom. But do not hesitate to look into another site if it interests you more!
- Call the organization you are interested in volunteering for. (Since these organizations are run by volunteers, sometimes you will find that contact info has changed. If so, please inform me!) Say that you are a History of Western Civilizations student from PCC looking for a Service-Learning assignment. Explain your goals, *based on the "Projected Outcomes" section above* and if appropriate, mention the skills you would bring to the project and any time constraints you have.

Service Learning Project Requirements

- At the site, have an appointed **supervisor sign the placement agreement** at the beginning of the term, and return it to the instructor immediately
 - Make sure the supervisor understands the projected outcomes
 - Make sure your supervisor has read the back of the agreement, especially the section delineating obligations of the community site
 - Make sure the supervisor has clearly explained your duties
- Complete at least ten hours of volunteer work (*You should plan to act professionally and carry through with the commitment to your organization of choice. What you do or do not do reflects back not only on you but on me and PCC.*)
- At the end of your service, have the supervisor fill out the evaluation form
- Tell the class about your experience
- Write a 3-4 page essay (see guidelines below). Hand it in with the evaluation form.

Essay Guidelines

- Describe the organization, its mission, its core values (this may include its history, what services it provides, how it is funded, and how the organization plays a role in the community).
- Describe your activities and role as a volunteer. Was your service valuable to the organization?
- Discuss how your activities related to the discipline of history, and if possible find a link for how they intersected with this particular course.
- Discuss your own thoughts and feelings about the experience. What did you learn? Did you gain any insights? Did it change your outlook in any way?

HST 101 Midterm Study Guide

The midterm will consist of two parts:

- Ten items, from which you will choose four to give a thorough identification, including who, what, when, where, and historical significance. Each will be worth a possible 10 points.
- You will prepare for several essay questions (see below). I will choose two of them for the exam, and of those two, you will choose one to write on.

Below are the large themes we have covered, and with each I have included a list of topics which are possibilities for the identification questions. (If someone has given a report on a figure or item which is not listed, or if I have added another topic, you should add that to your list.)

To study effectively, I suggest that you make a study guide for yourself, including “who, what, when, where, historical significance” for each item. (Some items will overlap, making things easier in spots.) This will prepare you for the identification section of the exam, and will also provide the specifics you can use to make your arguments in the longer essay. I also suggest that you read the “focus questions” in your text before each chapter to help you isolate important issues.

Neolithic Revolution and Mesopotamia

Specifics: “Civilization”; Neolithic Revolution: “Mother Goddess” religion, Fertile Crescent, Catal Huyuk and Jericho; Mesopotamia: Tigris and Euphrates, Sumerians, “Firsts,” cuneiform, Uruk, Sumerian King List, “Great Flood,” Epic of Gilgamesh, Sargon of Akkad, Enheduanna; Amorites, Old Babylonians, Hammurabi, Code of Hammurabi

Themes: What were the marks of early “civilization”? Where and how did it all start? What are some of the clues we use to help us understand the past? What were characteristics of Mesopotamian civilization? How was society organized? What was its contribution to western civilization?

Ancient Egypt

Specifics: Nile, Narmer Palette, Pyramids at Giza, hieroglyphs, Pharaohs, Isis/Osiris myth and ideas about death; Memphis and Thebes; Old Kingdom, Middle Kingdom, and New Kingdom, with two Intermediate Periods; Hyksos; Temples and tombs; Hatshepsut, Thutmose III, Akhenaton, Tutankhamen, Ramses II.

Themes: What were characteristics of Egyptian civilization? How was society organized? What was Egypt’s relation to the rest of the world?

Assyrians, Chaldeans, Persians, and Jews

Specifics: Sea Peoples, 1200 BCE, Assyrians: Assurnasirpal, Sennacherib, Assurbanipal, methods of empire building, Nineveh and Ashur; Chaldeans (Neo-Babylonians), Nebuchadnezzar; Persians: Cyrus, methods of empire building, Zoroastrianism; Hebrews (Israelites, Jews): monotheism, YHWH, Abraham, Moses, Torah, Ten Commandments, David, Solomon, Israel vs. Judah, Assyrian takeover; Hezekiah, Babylonian Captivity, return under Persians, Dead Sea Scrolls; Canaanites (Phoenicians); Philistines

Themes: What were the characteristics of each of these groups? How were they interrelated? What were the contributions of each to the western tradition?

Minoans, Mycenaeans, Greeks

Specifics: Minoans and Mycenaeans: Crete, Knossos, art, general marks of Minoan civilization, Mycenae, Linear A and Linear B, Marks of Mycenaean culture; Troy; Greeks: Dark Age; polis, Homer, Hesiod, Sappho, colonization and Pan-Hellenism, hoplites; Athens, Draco, Solon, Pisistratus (tyrants), Cleisthenes, democracy, Persian Wars, Marathon, Athenian League, Pericles, Parthenon, Aeschylus, Sophocles, Euripides, Classical Greek art; Sparta, Peloponnesian War; Philosophy: Pythagoreans, Sophists, Socrates, Plato, Aristotle.

Themes: What characteristics defined classical Greek civilization? What was different from other societies and political structures we have studied? How did the Greeks affect the western tradition?

Midterm Exam HST 101 - Fall 2011

Section I (10 points each identification; allow about 5 minutes each)

I will select about 10 items from the study guide or class presentations; you will choose four to respond to. Include who, what, when, where, and historical significance for an optimum grade.

Section II (60 points total; allow about 30 minutes)

I will choose **two** from the following statements, and **you will write on one** of those two. Please prepare for all of them, referring to the study guide as you do so. Respond in essay form, backing up your assertions with specific examples from the readings, lectures, or films. These are opportunities to show how much you have learned in this class! (You may argue for or against, or modify the statements, as long as **you address all implied issues.**) If you would like my help, come to see me with your projected outline **before** the exam and I will give you feedback.

- 1. Enumerate many of the cultural contributions made by the Ancient Mesopotamians and describe their importance (or lack of it) for our current culture.** (This covers the period pre-3000 to 1500BCE. Mention the various culture and empires we have considered, along with their contributions).
- 2. The Egyptian system worked so well that Egyptians really didn't need or offer input to other cultures surrounding them.** (i.e. please describe the Egyptian system as it developed [include general dates and periods, of course!] and discuss the relationship Egypt had with outlying areas. This should cover roughly 3000 to 1000 BCE.)
- 3. The Jews' contributions to humanity far outweigh those of the Assyrians, Neo-Babylonians, and Persians, although one could never have predicted this during those periods of empire.** (Please list basic characteristics, dates, and contributions of each society and then compare and contrast with the Jewish culture. Deal with each at their most powerful.)
- 4. The ancient Greeks were amazingly logical, creative, and moral. (c.800-350 BCE)** (Mention many characteristics and specifics about the Greeks [including general dates], and assess them in light of the above statement.)

Your grade will be assigned on the following basis:

- A** Thorough essay reflecting what we have covered in class:
- Addresses the statement fully
 - Backs up assertions with many specific examples drawn from the study guide
 - Includes proper chronology and general dates
 - Manages to include tangential items
 - Shows evidence of thoughtful or creative analysis
 - Addresses objections that might be raised
- B** Approaches A standards but lacks in some of the following aspects:
- Number of specifics from study guide
 - Chronology and general dates
 - Tangential items
 - Complete, thoughtful, or creative analysis
 - Addressing of objections
- C** Shows evidence of familiarity with the topic but lacks:
- Many specifics
 - Good analysis
 - Addressing objections
- D** Glimmers of evidence that some minimal information has made it through.

HST 101 Final Study Guide

The final will be similar in format to the midterm, but you will have more time to complete it in. Remember, if someone has given a report on a figure not included here, or if I have covered a topic not included, this is also fair game.

Hellenistic World

Philip of Macedon, Alexander and his conquests: Gordian Knot, Battles of Issus and Gaugamela, Tyre, Oracle of Zeus-Amon; Alexandria: Lighthouse, Library, and Museum; Ptolemy and Egypt; the Seleucids; Euclid, Archimedes, Epicureanism, Stoicism, Koine Greek, Septuagint
Themes: What made the Greek world accept Alexander? What made Alexander effective? How do you interpret Alexander's conquests? How did his conquests affect the ancient Mediterranean world? What were some of the great cultural contributions that come out of this period?

Romans

Early Rome: Romulus and Remus; Rape of Lucretia; Tarquin and the Etruscans; Roman Republic: form of government, Concessions to the Plebs: Tribunes and the Twelve Tables: Carthage and the Punic Wars, Hannibal, and the outcomes; Roman Expansion; Dislocation, the Gracchi Brothers, Marius, Julius Caesar, Pompey, Marc Antony, Cleopatra. First and Second Triumvirates. Imperial Rome (Principate): Julio-Claudians, Octavian/Augustus, Res Gestae, Virgil, (Ovid, Caligula, Claudius, Nero – depending on reports), Five Good Emperors, Hadrian; Arch and Concrete; the Roman City, Pompeii, "Romanization"; Colosseum; Crisis of the Third Century, Diocletian
Themes: What were traits of the Roman Republic? What caused the dislocation which undermined it? What were the changes that Augustus made to the system? Was it really so bad to live under the Romans? What were the contributions the Romans made to the Mediterranean world?

Christianity

Jesus and his historical context, "Sermon on the Mount," Apostle Paul and basic Christian doctrine; Persecutions, Perpetua, Constantine, Hagia Sophia, Council of Nicaea, St. Augustine, St. Benedict and Monasticism; Gregory the Great, Gregorian Chant, Romanesque Architecture; Early Middle Ages: Germanic Invasions, including Franks, Vandals, Visigoths, Ostrogoths.
Themes: Whom did Christianity appeal to and why? Why did Roman government have a problem with it? What can explain its remarkable growth even though it was essentially banned? What was the impact of the "Constantinian Turning Point"?

Rome's Three Heirs: Byzantium, Islamic World, Early Medieval Europe

Byzantine Empire, Justinian and Theodora, Corpus Iuris Civilis; Islam: Mohammed, Qur'an, Hijrah, Five Obligations, Mecca, Ibn Sinna, Scientific and Cultural developments; Romanesque Architecture; Charlemagne and the Carolingian Renaissance, Vikings; Norman Conquest: William the Conqueror, Domesday Book, Bayeux Tapestry; feudalism, manorialism.
Themes: What did the Germanic invasions have to do with the "fall" of Rome? How did each of the three powers who filled the vacuum left by defunct Rome meet the needs of the day? Were things "better" or "worse"? What role did religion play in each of the areas?

HST 101 Final Possible Questions

This exam will be similar in format to the midterm.

Section II (60%)

I will choose **two** from the following statements and you will write on one of those two. Please prepare for all of them, referring to the study guide. Be prepared to respond in essay form, backing up your assertions with specific examples from the readings, lectures, or films. These are opportunities to show how much you have learned in this class. (You may argue for or against, or modify the statements, as long as **you address all issues** implied in the statement.)

1. While Alexander the Great's conquests may not have all been exactly moral, but he actually did the world a big favor. (Treat this topic from about 350 BCE and include information about the Hellenistic period which followed.)

2. The Romans conquered the Mediterranean world almost by accident – certainly not by plan – and their rule was essentially beneficent. (Deal with Rome from its inception to its “fall.”)

3. Christianity arose and prospered because it took care of its adherents and was open to everyone. (Be sure to include comparisons with other current religions and talk about the historical context.)

4. The Early Medieval period (500-1000) has been rightly termed “The Dark Ages” and resulted from the invasions of the “barbarians.” It is a good thing that Byzantium and the Islamic world continued to preserve western culture. (Include info on the Early Medieval period and on both Byzantine and Islamic culture.)

Your grade will be assigned on the following basis:

A Thorough essay reflecting what we have covered in class:

- Addresses the statement fully
- Backs up assertions with many specific examples drawn from the study guide
- Includes proper chronology and general dates
- Manages to include tangential items
- Shows evidence of thoughtful or creative analysis
- Addresses objections that might be raised

B Approaches A standards but lacks in some of the following aspects:

- Number of specifics from study guide
- Chronology and general dates
- Tangential items
- Complete, thoughtful, or creative analysis
- Addressing of objections

C Shows evidence of familiarity with the topic but lacks:

- Many specifics
- Good analysis
- Addressing objections

D Glimmers of evidence that some minimal information has made it through.