

Section B

Tu/Th 9:30-10:50

Elings I

Dr. Kevin Gannon

263-6102

kgannon@grandview.edu

Office Hours:

MWF 11-12

Rasmussen 209

or by appt

The History Department of Grand View University lives under the following *Credo* for students and faculty to further their Historical Consciousness. I will evaluate all student work within the spirit of this *Credo* as students should also evaluate me.

1. **Continuum:** Recognize the continuum between past and present through specific issues and events that expose causal chains that extend across time and/or patterns of causal chains that can be seen across time.

2. **Perspectives:** Accept that bias is inherent and that a critical mind requires the consideration of as many perspectives as possible.

3. **Evidence:** Interpret, explain, and utilize complex and conflicting evidence, realizing that evidence is fairly random in its survival, preservation, and discovery. Thus the legitimacy and bias of sources are paramount with students asking 'why is this information available to me?'

4. **Memory:** Value the memory of the past in our questions for today and tomorrow.



Grand View University

Spring, 2018

Course Goals

Welcome to HIST 103! These course goals are in place to ensure that it will be a *significant learning experience* for you. In the following areas, this course will help you:

Foundational Knowledge:

- understand and remember key themes, events, and people from this period of global history.

Application:

- develop the critical thinking skills necessary to meaningfully analyze historical material and arguments.
- become a better academic writer by completing regular short writing assignments, written exams, and essays.

Integration:

- discern and discuss thematic connections that rise out of our course material (and, ideally, connections between this course's material and other subjects).
- be able to understand and appreciate the ways in which ancient history has shaped today's world events.

Human Dimension:

- develop an appreciation and empathy for contexts, peoples, and perspectives different from your own.
- gain confidence in your academic abilities, and develop the teamwork, focus, and time management skills necessary to successfully complete assignments in this course.

Caring:

- value, and understand the importance of, the acquisition of historical knowledge and the maintenance of historical literacy.

Learning How to Learn:

- develop competency in, and an understanding of, the skills necessary for success in this course—and be able to discern why those skills are necessary.
- articulate how you will use the knowledge and skills acquired in this course in your future academic endeavors.

Course Description (from GV Catalog)

This course is an exploration of ancient global societies across several continents in a timespan that may include prehistory to the collapse of Rome. Ancient writings will be examined. Core outcomes met: CI, GA, IL.

HIST 103

GV Core Curriculum Outcomes

HIST 103 satisfies several requirements within Grand View's Core Curriculum. This course is in the Core Domain "Questions of Faith and Meaning." We will explore how people in the medieval world grappled with such issues as the meaning of life, humanity, divinity, transcendence, morality, law or justice; and we'll examine cultural expressions of faith and ideas through events, literature, art, architecture, formation of government, daily life and other social structures.

Additionally, this course iterates three of GV's Core Outcomes:

1. **Critical Inquiry (CI):** The course includes coursework that requires you to:

- Identify primary issues and associated complexities in the subject matter.
- Develop a question or problem and investigate the issues, sources, and evidence
- Integrate perspectives and information into a solution or argument
- Utilize synthesized solution or argument to respond to the original question or problem

2. **Information Literacy (IL):** The course includes coursework that requires you to:

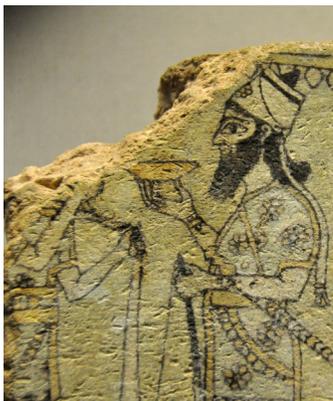
- Define a question, thesis, or problem to investigate
- Access relevant information
- Critically analyze information, visuals and sources
- Distinguishes between sources
- Synthesize and communicate information
- Manage information ethically and legally

3. **Global Awareness (GA):** The course includes assignments and activities that require you to:

- Engage diverse perspectives to gain a more complex understanding of the human experience.
- Understand that his/her own views are not inherently privileged and value understanding the views of others
- Understand how identity and beliefs are shaped by social forces
- Interact with a diverse array of views in ways that foster understanding and self-awareness



Hellenistic-era bust of Alexander the Great



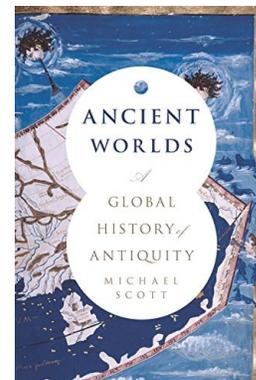
Detail of a terra cotta depiction of an Assyrian king from Nimrud, Iraq

Course Materials

The following materials are required, and available at both the GV Bookstore and online:

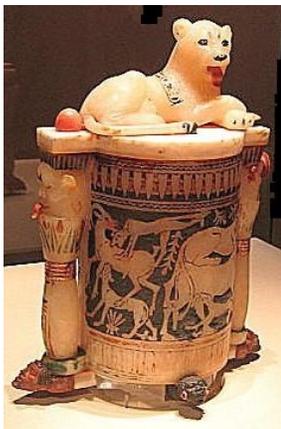
- Michael Scott, *Ancient Worlds: A Global History of Antiquity* (Basic Books, 2016).
- *The Epic of Gilgamesh* (The Penguin Classics edition, if possible).
- Aesop, *The Complete Fables* (The Penguin Classics edition, if possible).
- John Haywood, *The Penguin Historical Atlas of Ancient Civilizations* (Penguin Books, 2005).
- Eugene Berger, et al., *World Civilizations* (free open-source textbook; download instructions will be given in class)

Additional required readings will be made available on our Blackboard course site



HIST 103

Assignments & Grading



Cosmetics jar from the tomb of Egyptian Pharaoh Tutankhamun

Grading Scale

(Based upon percentage of points earned out of total possible points at the end of the semester.)

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

- I. We will, as a class, maintain a **course blog** this semester. Each week, there will be several of you serving as “Lead Authors,” and you will be asked to create a post that serves as both an analysis of some aspect of that week’s material and a jumping-off point for further discussion in the comment threads. Each of you will sign up for four different weeks in which you’ll be one of the lead authors. For the weeks you aren’t serving in that role, you’ll be expected to respond to your classmates’ lead author posts and one another in the comment threads below each post. Please refer to the *Course Blogging Guidelines* for more detailed information and expectations about the blog and your role in curating it. **Your four lead author posts, as well as your engagement on the blog, are worth 250 points total.**
- II. Twice during the semester, you’ll be asked to write an **essay** that addresses a larger question arising from the course material and requires you to analyze and synthesize various sources to support your argument. You’ll receive a detailed writing prompt and specific expectations for each essay assignment as their due dates approach (see the course calendar). **Each essay is worth 100 points.**
- III. You will complete **two midterm examinations** and **final examination** on the dates noted in our course calendar. Each exam will be the same format (short-answer and essay). I will provide review material in advance of each exam to help guide your preparation. The best preparation for exams, of course, is regular attendance, keeping up with the readings, and participating in our class discussions. These will make studying a matter of simply reviewing, as opposed to trying to teach yourself unfamiliar material the day before the test. **Each exam is worth 100 points.**
- IV. Finally, you will write a **Synthesis Essay** that uses course material and selected primary sources to draw larger conclusions about specific course topics. This essay will help you demonstrate the ability to think like a historian—to critically analyze sources, to construct and defend an argument with the appropriate evidence, to carry out an informed discussion of different peoples and cultures, and to document and cite the material with which you work. **The Synthesis Essay is worth 150 points.**

Interior view of the Colosseum in Rome



Spring, 2018

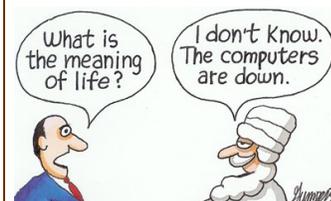
Some Notes Regarding Technology

University E-Mail Account

It is essential that all students check their Grand View University e-mail account or set their account to forward to a preferred e-mail address. For more information, see the [Email Resources page on MyView](#) (Under "Technology")

Netiquette (from 'Internet etiquette')

"Netiquette" refers to the standards for appropriate interaction in an online environment. Students are expected to display proper netiquette in their communications with their teacher and with other students. This includes using proper written English, being polite, by disagreeing agreeably when necessary, including your name and other necessary identifiers on any communication. If an email or discussion post ever concerns you, please notify the instructor right away in a private manner.



Use of Blackboard and MyGrades

The MyGrades tool of Blackboard is intended to be a communication tool and to facilitate information sharing between instructors and students. The grades and feedback posted on MyGrades are not to be interpreted as the final grade submitted by the instructor. Discrepancies and mistakes can be made in using and interpreting the technology – by both student and instructor. Refer to the grade policy in the syllabus for a full understanding of how your grade is calculated.

*Ruins of the Tachara,
Persepolis (Persia,
modern-day Iran)*



- **Accommodation**

Grand View University prohibits unlawful discrimination and encourages full participation by all students within the university community. When a student requires any instructional or other accommodation to optimize participation and/or performance in this course, it is the responsibility of the student to contact both the instructor and the Associate Director of Student Success: Academic Support and Disability Services and apply for any requested accommodation. The associate director is [Michelle Lively](#) and she can be reached at 515/263-2971.

- **Class Attendance**

Students are responsible for adhering to the attendance policies as expressed by the instructor/department. Furthermore, the Federal Government requires that students receiving financial aid attend classes. Students who are identified by the instructor as not attending classes will be reported. Students who fail to return to classes may lose all or a portion of their financial aid.

- **Classroom Conduct**

Students should conduct themselves as responsible members of the University community respecting the rights of others. Any student behavior interfering with the professor's ability to teach and/or the student's ability to learn constitutes a violation of the Code of Student Conduct found in the Grand View Catalog. The professor may ask the student to leave the classroom and that student will be subject to disciplinary sanctions.

Grand View University's Policies on Academic Responsibilities:

In accordance with its mission statement, Grand View University is dedicated to the development of the whole person, and committed to truth, excellence, and ethical values. The University strives to promote appreciation of the dignity and worth of each individual and open interaction among students, faculty and staff. Personal integrity and academic honesty are essential to building a campus of trust. Thus, honesty in all aspects of the college experience is the responsibility of each student, faculty, and staff member. This is reflected in the Grand View University Code of Integrity which states: **“As a member of the Grand View University community, and in accordance with the mission of the university and its Lutheran identity, I agree to appreciate and respect the dignity and worth of each individual. I will honor and promote a community of open interaction, personal integrity, active and intellectual engagement, and academic honesty with students, faculty and staff.”**

Resources for your Academic Success:**The ALT Center:**

The theory and practice of learning comes together in the Academic Learning and Teaching (ALT) Center. Our goal is to help all student become more independent and successful life-long learners. Learning support is provided in three distinct ways:

- For students in key academic areas such as writing, math, and other subjects.
- Academic enrichment in areas such as study skills, time management, digital fluency, and test taking strategies.
- Improving teaching to enhance learning through an increased understanding of the learning process.

I highly recommend you take advantage of the ALT Center's resources; in particular, I encourage you to utilize the Writing Center (and go there for other classes as well!). At the Writing Center, you can get one-with-one, individual feedback on writing at any stage in the process, for any class.

ALT's Website: <https://myview.grandview.edu/academics/ALT/Pages/default.aspx>

Contact: alt@grandview.edu, 515.263.2855

Location: Rasmussen 205 (Next to Dr. Gannon's office! Come by and say hello if you're around the ALT!)



An early Buddhist triad. 2nd-3rd century CE. From Gandhara, in present-day Pakistan

COURSE SCHEDULE & ASSIGNMENTS

January

Monday	Tuesday	Wednesday	Thursday	Friday
8	<p>9</p> <p>Introduction to the course and one another</p> <p>What is “Civilization?”</p>	10	<p>11</p> <p>The Origins of Human Societies and “Cradles of Civilizations”</p> <ul style="list-style-type: none"> • WC, Ch. 1 • Haywood, 8-25, 54-59, 72-77, 82-83. • Begin <i>The Epic of Gilgamesh</i> (read the introduction, too!) 	12
<p>15</p> <p>M L King Day 1:00-2:00 Dr. Eddie Moore, Viking Theatre</p>	<p>16</p> <p>Early Mesopotamia</p> <ul style="list-style-type: none"> • WC, 2.5 and 2.6 • Haywood, 26-35 • <u>Proverbs of Ki-en-gir (Sumer)*</u> • <u>The Code of Hammurabi*</u> 	<p>17</p> <p>BLOG: COMMENT THREADS CLOSED</p> <p><i>Be sure you’ve been reading Gilgamesh!</i></p>	<p>18</p> <p>Gilgamesh as Story and Historical Source</p> <ul style="list-style-type: none"> • <i>Epic of Gilgamesh</i> 	<p>19</p> <p>BLOG: LEAD AUTHOR POSTS DUE</p>
22	<p>23</p> <p>Early Egypt: The Old and Middle Kingdoms</p> <ul style="list-style-type: none"> • WC, 2.13-2.14 • Haywood, 60-63 • <u>Precepts of Ptah-Hotep*</u> • <u>Hymn to the Nile*</u> 	<p>24</p> <p>BLOG: COMMENT THREADS CLOSED</p>	<p>25</p> <p>The Akkadians and the Hittites</p> <ul style="list-style-type: none"> • WC, 2.7-2.8 • Haywood, 36-39 • <u>The Legend of Sargon of Akkadia*</u> • <u>Advice of an Akkadian Father to His Son*</u> • <u>The Code of the Nesilim [Hittite]*</u> 	<p>26</p> <p>BLOG: LEAD AUTHOR POSTS DUE</p>
29	<p>30</p> <p>China in the Bronze Age: The Shang Dynasty; Vedic India</p> <ul style="list-style-type: none"> • WC, 3.7 and 4.6 • Haywood, 78-79, 86-87. • <u>Richard Hooker, “The Aryans”*</u> • <u>Jainism and Creation*</u> 	<p>31</p> <p>BLOG: COMMENT THREADS CLOSED</p>	<p>Feb. 1</p> <p>Minoan and Mycenaean Greece</p> <ul style="list-style-type: none"> • WC, 5.5-5.8 • Haywood, 90-101. • <u>Thucydides, The Ancient Hellenes*</u> 	<p>2</p> <p>BLOG: LEAD AUTHOR POSTS DUE</p>

ITEMS MARKED WITH AN ASTERISK (*) ARE AVAILABLE ON BLACKBOARD—SEE THE “CONTENT” PAGE IN OUR COURSE SITE

February

Monday	Tuesday	Wednesday	Thursday	Friday
5	6 New Kingdom Egypt; the Nubians; Carthage <ul style="list-style-type: none"> • Haywood, 64-69 • WC, 2.15 • Peter Piccione, “The Status of Women in Ancient Egyptian Society.”* • “Egypt in the Late Period” [Met Museum]* 	7 BLOG: COMMENT THREADS CLOSED	8 Abraham, Moses, and the Hebrews <ul style="list-style-type: none"> • WC, 2.9-2.12 • Two Accounts of the Flood* • Two Accounts of the Exodus* • Conquest of Israel acc. to Joshua and Judges* 	9 BLOG: LEAD AUTHOR POSTS DUE
12	13 FIRST EXAMINATION	14 BLOG: COMMENT THREADS CLOSED	15 The Phoenician and Assyrian Empires <ul style="list-style-type: none"> • Haywood, 44-49. • The Code of the Assura* • Annals of Assur-Nasir-Pal* • Inscription of Nebuchadnezzar* 	16 BLOG: LEAD AUTHOR POSTS DUE
	20 The Early Greek World <ul style="list-style-type: none"> • WC, 5.9 • Haywood, 102-105. • Scott, Chapter 1 • Hellenic Religious Practices* FIRST ESSAY DUE	21 BLOG: COMMENT THREADS CLOSED	19 Zhou China, the “Hundred Schools of Thought,” and Confucianism <ul style="list-style-type: none"> • Scott, Ch. 3 • WC, 4.7 • Excerpts from Confucius, <i>the Analects</i>* • Excerpts from Lao Tzu, <i>Dao De Jing</i>* 	23 BLOG: LEAD AUTHOR POSTS DUE
26	27 The Origins of Buddhism and the Mauryan Empire <ul style="list-style-type: none"> • Haywood, 80-81 • WC, 3.8 • The Arthasastra* • Selections from early Buddhist texts* 	28 BLOG: COMMENT THREADS CLOSED	Mar. 1 The Persian Empire <ul style="list-style-type: none"> • Haywood, 50-51. • Herodotus on the Customs of the Persians* • Xenophon on Cyrus the Great • Cyrus the Great, Decree on the Return of the Jews* 	2 BLOG: LEAD AUTHOR POSTS DUE

March

Monday	Tuesday	Wednesday	Thursday	Friday
5	6 Classical Greece and Imperial Athens; The Peloponnesian War <ul style="list-style-type: none"> • WC, 5.10 • Thucydides, The Melian Dialogue* • Selections from Greek Histories of the Peloponnesian War* 	7 BLOG: COMMENT THREADS CLOSED	8 Rome: from Monarchy to Republic <ul style="list-style-type: none"> • Scott, Ch. 2 • WC, 6.5-6.7 <p><i>Last day to drop a class with a "W" grade.</i></p>	9 BLOG: LEAD AUTHOR POSTS DUE
12 SPRING BREAK No Classes	13	14	15	16
19	20 Alexander the Great and the Hellenistic States <ul style="list-style-type: none"> • Overview from Met Museum Site* • WC, 5.11 • Paul Bishop, "Alexander the Great: Conquering the World"* 	21	22 SECOND EXAMINATION	23 BLOG: LEAD AUTHOR POSTS DUE
26	27 The Ancient World in Transition <ul style="list-style-type: none"> • Scott, Introduction to Part II, Ch. 4, and Ch. 5 (stop at p. 160) 	28 BLOG: COMMENT THREADS CLOSED	29 The Qin and the Unification of China <ul style="list-style-type: none"> • WC, 4.8-4.9 • Scott, Finish Ch. 5. SECOND ESSAY DUE	30 BLOG: LEAD AUTHOR POSTS DUE

April

Monday	Tuesday	Wednesday	Thursday	Friday
2	3 Rome vs. Carthage: The Punic Wars <ul style="list-style-type: none"> • Scott, Ch. 6 and Coda to Part II. 	4 BLOG: COMMENT THREADS CLOSED	5 Rome Becomes an Empire <ul style="list-style-type: none"> • WC, 6.9-6.10 • <u>Pliny the Elder, "The Grandeur of Rome"</u>* • Cicero, Selected Orations* 	6 BLOG: LEAD AUTHOR POSTS DUE
9	10 Late Empire and the Spread of Christianity <ul style="list-style-type: none"> • WC, 6.11 • Scott, Chs. 7-8. 	11 BLOG: COMMENT THREADS CLOSED	12 The Ancient World <ul style="list-style-type: none"> • Scott, Ch. 9 and Conclusion 	13
16	17 Imperial Collapses: the End of Antiquity? <ul style="list-style-type: none"> • WC, 4.9-4.10, 6.12 	18	19 The Legacies of the Ancient World SYNTHESIS PAPER DUE	20
23 EXAM WEEK 	24 HIST 103B FINAL EXAM 10:20-12:10 ELINGS I	25	26	27

NOTES