

**Section M3 OL**  
**Term 3 Online**  
**Dr. Kevin Gannon**  
**263-6102**  
[kgannon@grandview.edu](mailto:kgannon@grandview.edu)

**Office Hours:**

physical office: by appt. (RASM 209)

online: via videoconference;  
times TBA in week I

<https://zoom.us/j/3659090163>

(You can use either your internet browser or the Zoom app [android and iOS] to participate in virtual office hours.)

*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, 2019

## 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 events and people associated with ancient global history.
- describe and analyze ideas and processes integral to the history of the ancient world.

### 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, faith traditions, and perspectives different from your own.
- gain confidence in your academic abilities, and develop the 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.

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## 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



Hellenistic-era bust of Alexander the Great

## 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:

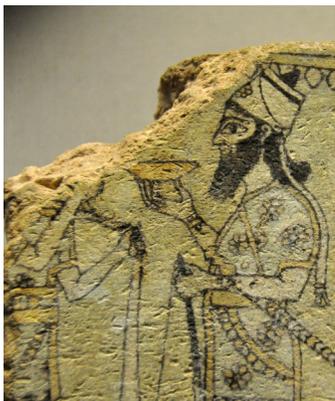
- Identify primary issues and associated complexities in the subject matter.
- Develop a question or problem and investigate the issues, sources, and evidence
- Integrate perspectives and information into a solution or argument
- Utilize synthesized solution or argument to respond to the original question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



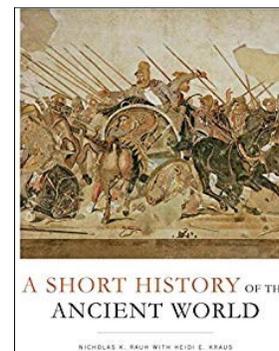
Detail of a terra cotta depiction of an Assyrian king from Nimrud, Iraq

## Course Materials

The following materials are required, and available at both the GV Bookstore and other online retailers (there should be used copies available, too):

- Nicholas K. Rauh & Heidi E. Kraus, *A Short History of the Ancient World*.
- *The Epic of Gilgamesh*
- Confucius, *The Analects*
- Jennifer A. Rea & Liz Clarke, *Perpetua's Journey: Faith, Gender, and Power in the Roman Empire*.

Additional required readings and other course materials will be made available on our Blackboard course site. If you wish to read *Gilgamesh* and/or *The Analects* online, via open-source (free) texts, click the hyperlinked titles above or check the Information page of our Blackboard site for the links.



# HIST 103

## How to Learn Successfully in an Accelerated, Online Class

### Need office software?

As a GV student, you have access to Office 365, which contains online versions of MS Word, Excel, PowerPoint, and other Office applications. Instructions for utilizing your Office 365 subscription can be found at:

<https://myview.grandview.edu/technology/free-software/Pages/default.aspx>

### Blackboard Mobile App

If you're using a smartphone or tablet to access course materials, you might be interested in Blackboard's mobile app, which can be found at the following links:

[Android](#)

[iOS \(Apple\)](#)

[Windows Devices](#)

### Need Tech Support?

The Grand View IT Help Desk is your one-stop resource for tech support. To report an issue, simply email [helpdesk@grandview.edu](mailto:helpdesk@grandview.edu) and they'll begin a case for you. If you have Blackboard or course-related technology questions, [contact me first](#), and we'll go from there.

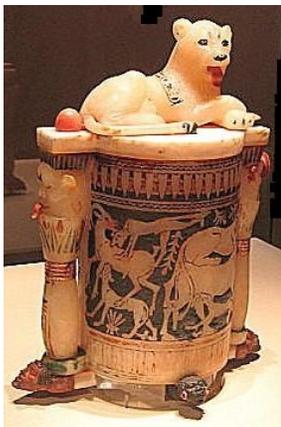
This course is an **accelerated course**, which means we'll be taking what's normally a 16-week class and squeezing it into 8 weeks. This format has a lot of advantages for you as you try to complete a degree and create a flexible course schedule. But, as you might imagine, it presents some challenges as well. In particular, a History course entails a fair amount of reading, writing, and analytical work. Since this is an accelerated course, you will likely be reading and working with course material at a quicker pace, and in bigger chunks than what you're used to in a normal semester course. I urge you to read the course schedule carefully and plan out how you'll approach the coursework over the next eight weeks. I want you all to be able to succeed in the class, so please let me know ASAP if you have any questions or concerns, and we'll work quickly to address them. This course will move fast, and falling behind will be difficult to overcome.

This is also an **online course**, which means that all of the instruction and interaction will take place online. It will thus be *asynchronous*, meaning that we'll be in the course space, posting material, and interacting with the course content and one another at vastly different times (as opposed to *synchronous*, where everyone is in the same place, together, at the same time). It's a much different course experience than what you're used to (this is true for me as well, even though I've taught online for several years now). There are a lot of opportunities for us to have meaningful interactions and participate in deep analysis and learning in this online environment, even though we won't be together in the same physical space. In order to do this well, though, you'll need to commit to **regular and consistent active participation** in our various course spaces. In other words, this isn't the type of course where you can log on once a week, post a couple of sentences and watch a video, and expect to be successful. The course requirements and activities discussed on the next page of this syllabus lay out the types of participation and engagement that will make this course work best for all of us.

I recommend budgeting at least 6 hours a week for the course requirements and associated readings (note that a normal face-to-face class has 3 hours of class meetings, with at least that much out-of-class worktime required), and schedule time in your planner or calendar to do the work. If this is your first online course, you'll notice that the lack of in-person, visual interaction makes the learning experience very different. In particular, not attending a physical class 2 or 3 times a week means that you'll need to come up with some sort of system (reminders, calendar entries, etc.) to ensure you're in our course space regularly and keeping up with the assignments. Additionally, this article from Johns Hopkins University ([LINK](#)) contains some helpful hints for online learning which directly apply to this course, too.

As far as technology goes, make sure you have access to a high-speed internet connection (available via campus WiFi and computer lab facilities); there will be assignments in this course that require, for example, streaming of various media. You'll also need to be familiar with Blackboard, GV's Learning Management System, and the platform on which the basics for this course are housed. If you need some orienting to Blackboard, or have any questions about where to find things, please let me know and I can assist. There is also a brief tutorial video posted on the "Information" page of our class's Blackboard site that explains the various areas of the course space.

# HIST 103



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

## Assignments & Grading

- I. We will, as a class, maintain a **course blog** this term. 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 one week 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 lead author post, as well as your engagement on the blog throughout the course, are worth 200 points total (100 pts. for the post, 100 pts. for engagement).**

To sign up for your Lead Author week, [click HERE](#) or access the Google Form on the Course Information page of our Blackboard site. The blog is located at <http://gvhistory103.home.blog>. Please refer to the WordPress invitation you received at your GV email address to create your WordPress account and begin writing on the blog. A brief tutorial on using the WordPress blogging tools is available on the Course Information page of our Blackboard site.

- II. Each week, we’ll be looking at a primary source or historical object online and annotating it using a web tool called [Hypothesis](#). I will post a special Hypothesis link to the particular item in the appropriate Module of our Blackboard site, which will allow us to create an annotated version of that particular site/page/object. For a demonstration, see the tutorial video on the Course Information page. You’ll need to create a (free) account to use Hypothesis—you can do so by navigating to <https://web.hypothes.is/quick-start-guide-for-students/>. You should also familiarize yourself with the annotation tips for students at <https://web.hypothes.is/annotation-tips-for-students/>. Once you’ve created your Hypothesis account, join the HIST 103 group by clicking this link (also available in the Hypothesis instructions on our Blackboard Course Information page): <https://hypothes.is/groups/bvEMWL7K/gvu-hist103ol>

I look forward to the collaboration and conversations we’ll have using this tool. **Our activities with Hypothesis will be worth 20 pts. per week, for a total of 140 pts. (We’ll begin in Week 2.)**

- III. Each week, there will be a brief short answer quiz, which will be posted at the end of the module page on Blackboard. You’ll be asked to answer one or two questions pertaining to your analysis of the material for that particular module. Specific instructions will be given with each quiz; they aren’t intended as a “gotcha” mechanism, but rather to give you the chance to show me how you’re engaging with the material and larger ideas associated with that portion of the course. **Each quiz will be worth 20 points, for a total of 160 points. They will be due by the specified date given in the course module; please ensure you’ve submitted your work by then.**

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## Assignments & Grading, *continued*

**IV.** Finally, you will be asked to write an **Endangered Site Report**, which will describe a historical site from the ancient world that's currently endangered and consider both causes and potential solutions to the problem. Please refer to the assignment sheet for more information and the specific criteria. **The Endangered Site Report will be worth 150 points.**

## Other Course Information

Please refer to the "Selected Policies and Procedures" and "Additional Support" sections on the Course Information page of our Blackboard site; they contain important information for you about our learning spaces and ways in which we can help you succeed as a GV student.

### 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. If an email or discussion post ever concerns you, please notify me privately as soon as it's feasible.

### 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)*



### Learning in this Course:

Above all, I care about your success, and want to do all I can to help you learn. I believe in *universal learning*, which means I am committed to all of our learning spaces--course material, the blog, and other places we engage with one another--being inclusive and equitable. This means I expect that we do our work together with mutual respect, collegiality, and the willingness to consider others' perspectives fairly and generously. If there is anything I can do to help you in your learning, please let me know; if appropriate, you may also contact Michelle Lively (263-2971), our Director of Disabilities Services, and we can collaborate on arrangements to assist in learning.

### 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.”**



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

## Course Schedule at a glance:

Module 1 Ancient Mesopotamia	Rauh, Introduction and Ch. 1; <i>Gilgamesh</i>
Module 2 Ancient Egypt and the Aegean	Rauh, Chs. 2-3
Module 3 The Near East in the Iron Age, Israel	Rauh, Chs. 4-5.
Module 4 The Indus River Valley and Ancient India	Rauh Ch. 6
Module 5 Ancient China, beginnings to the Classical Age	Rauh, Ch. 8; <i>The Analects</i> (selections)
Module 6 Greece in the Classical Age	Rauh, Ch. 7
Module 7 Rome: From Village to Empire	Rauh, Chs. 9-10; begin <i>Perpetua's Journey</i>
Module 8 The Roman Empire to the End of the Ancient Era	Rauh, Ch. 11 and Conclusion; finish <i>Perpetua's Journey</i>

### **BLOG POSTS:**

If you are a Lead Author for a particular module, your post must be up on the course blog by the Friday of that week. All comments must be posted by the beginning of the next week's module (Mondays).

### **HYPOTHESIS ANNOTATIONS:**

For each module, there will be one document or source for annotation in Hypothesis; please have your annotations and responses completed by the Friday of that particular module's week.