# HIST 1111: World History to 1648
## Course Schedule

<table>
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<tr>
<th>Lesson 1: Prehistory</th>
<th>Online Readings</th>
<th>Videos</th>
<th>Lecture</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>“New Women of the Ice Age” by Heather Pringle, Discover Magazine</td>
<td>Crash Course World History: The Agricultural Revolution</td>
<td>Lesson 1: Prehistory Video OR Lesson 1: Prehistory Narrated PowerPoint</td>
<td>Crash Course Videos Quiz OR Lesson 1: Discussion Questions</td>
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<td>“Introduction to Prehistoric Art, 20,000–8000 B.C.” by Laura Anne Tedesco, In <em>Heilbrunn Timeline of Art History</em>. The Metropolitan Museum of Art</td>
<td>Crash Course World History: Indus Valley Civilization</td>
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<td>&quot;A Brief Look at Neanderthals&quot; by Forrest Marchinton, [CC BY-NC-SA]</td>
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<tr>
<td>Lesson 2: Mesopotamia</td>
<td>The Epic of Gilgamesh by Dr. John Minniear, University of Wisconsin, Oshkosh</td>
<td>Crash Course World History: Mesopotamia</td>
<td>Lesson 2: Mesopotamia Video OR Lesson 2: Mesopotamia Narrated PowerPoint</td>
<td>Crash Course Video Quiz OR Lesson 2: Discussion Questions</td>
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<td>The Epic of Gilgamesh Overview by Joshua Mark, The Ancient History Encyclopedia</td>
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<td>Code of Hammurabi, Avalon Project at Yale Law School</td>
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<td><strong>Lesson 3: Egypt</strong></td>
<td><strong>Lesson 4: The Hebrews</strong></td>
<td><strong>Lesson 5: India</strong></td>
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<td>The Amarna Period by Dr. Kate Spence, BBC</td>
<td>“Women and the Law in Ancient Israel” by James C. Thompson</td>
<td>“Dharma and Other Terms in Hinduism” by Gavin Flood, BBC</td>
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<tr>
<td>Crash Course World History: Egypt</td>
<td>History Summarized: The Persistence of Judaism</td>
<td>“Reincarnation: Its meaning and consequences” by Ernest Valea, ComparativeReligion.com</td>
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<td>Crash Course World History: Egypt OR Lesson 3: Egypt Narrated PowerPoint</td>
<td>Lesson 4: The Hebrews Video OR Lesson 4: The Hebrews Narrated PowerPoint</td>
<td>“The Story of Arjuna and His Charioteer” from Nithyananda Times</td>
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<tr>
<td>Crash Course Video Quiz</td>
<td>History Summarized Quiz</td>
<td>Crash Course Quiz</td>
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<tr>
<td>Lesson 3: Discussion Questions</td>
<td>Lesson 4: Discussion Questions</td>
<td>Lesson 5: Discussion Questions</td>
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<td>Lesson 6: China</td>
<td>“Confucius”, Wikiquote “Laozi” (Lao Tzu), Wikiquote</td>
<td>Crash Course World History: Chinese History &amp; the Mandate of Heaven</td>
<td>Lesson 6: China Video OR Lesson 6: China Narrated PowerPoint</td>
<td>Crash Course Quiz</td>
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<tr>
<td>Lesson 8: The Roman Republic &amp; Empire</td>
<td>“Rome: Emperors and Poets” by Tom Holland, The Guardian “Marcus Aurelius” by John Searls, Internet Encyclopedia of Philosophy “The Battle of the Milvian Bridge” by Richard Cavendish, History Today</td>
<td>Crash Course: The Roman Republic (Empire) Crash Course: End of the Roman Empire Crash Course: Christianity and Judaism in the Roman Empire</td>
<td>Lesson 8: The Roman Republic &amp; Empire Video OR Lesson 8: The Roman Republic &amp; Empire Narrated PowerPoint</td>
<td>Crash Course Video Quiz</td>
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<td>“How do we know about the Vikings?” By Gareth Williams, BBC</td>
<td>Lesson 10: The Middle Ages Video OR Lesson 10: The Middle Ages Narrated PowerPoint</td>
<td>Lesson 10: The Renaissance Video OR Lesson 11: The Renaissance Narrated PowerPoint</td>
<td>Lesson 12: The Reformation Video OR Lesson 12: The Reformation Narrated PowerPoint</td>
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<tr>
<td>“Witnesses to Joan of Arc and the 100 Years’ War”, National Endowment for the Humanities</td>
<td>Lesson 10: The Middle Ages Video OR Lesson 10: The Middle Ages Narrated PowerPoint</td>
<td>Lesson 10: The Renaissance Video OR Lesson 11: The Renaissance Narrated PowerPoint</td>
<td>Lesson 12: The Reformation Video OR Lesson 12: The Reformation Narrated PowerPoint</td>
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**Lesson 11: The Renaissance**

- "What Killed 'Em: Henry VIII", Medical Bag Excerpt from The Prince ed. by W.K. Marriott, Internet Medieval Sourcebook, Fordham University
- "War of the Roses", University of Cambridge
- "Italian Renaissance Art", ItalianRenaissance.org
- Crash Course, Renaissance
- Lesson 11: The Renaissance Video OR Lesson 11: The Renaissance Narrated PowerPoint
- Video Quiz
- Lesson 11: Discussion Questions

**Lesson 12: The Reformation**

- Martin Luther, 95 Theses, Project Wittenberg
- Jesuit Relations with Others: A Letter of St. Ignatius, Woodstock Theological Library at Georgetown University
- "The Defenestration of Prague", German History in Documents and Images (GHDI)
- "A Review: What Happened to Monasticism?" By Dr. Dee McKinney, [CC BY-NC-SA]
- Crash Course, Reformation
- Crash Course, Russia and the Mongols
- Lesson 12: The Reformation Video OR Lesson 12: The Reformation Narrated PowerPoint
- Video Quiz
- Lesson 12: Discussion Questions
- Final
### Discussion Grading Rubric for HIST 1111:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Level 4 (A Work), 4 points</th>
<th>Level 3 (B Work), 3 points</th>
<th>Level 2 (C Work), 2 points</th>
<th>Level 1 (D Work), 1 point</th>
<th>Score per section</th>
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<tbody>
<tr>
<td><strong>Content and Evidence</strong></td>
<td>Writing makes vividly clear references to readings with more than 5 points from the content. Majority of writing includes specific details. Writing is well-supported with facts and examples.</td>
<td>Writing makes perceivable reference to readings, and writing includes specific details with 3-4 points from the content. Writing is mostly well-supported with some facts and details.</td>
<td>Writing makes at least one reference to readings and has some specific details. Writing provides 2-3 facts or examples to support points.</td>
<td>Writing makes no clear reference to readings and has no specific details. Writing provides at least one example to support points.</td>
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<td><strong>Grammar and Spelling</strong></td>
<td>Writing is well-organized, unified, and error-free.</td>
<td>Writing is mostly organized and unified, with no more than two errors.</td>
<td>Writing is somewhat organized and unified, with 3-5 errors.</td>
<td>Writing is poorly organized/unified, with many errors (more than 5).</td>
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<tr>
<td><strong>Critical Thinking and Analysis</strong></td>
<td>The writing successfully distinguishes fact from opinion as appropriate. The writing fully addresses cause/effect relationships. If useful to the topic, comparisons are valid and strengthen the argument</td>
<td>The writing makes a reasonable attempt to distinguish fact from opinion as appropriate. The writing addresses cause/effect relationships in part. The writing may make comparisons and contrasts, but they are not completely effective.</td>
<td>The writing makes some attempt to distinguish fact from opinion as appropriate. The writing addresses cause/effect relationships, but in a confusing way. The writing may make comparisons and contrasts, but they are not effective.</td>
<td>The writing makes no attempt to distinguish fact from opinion as appropriate. The writing does not address cause and effect relationships at all. The writing does not use the tool of comparison and contrast when it would strengthen the work.</td>
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</table>

**Total Score out of 20**

**Scaled Score (total score x 5)**

(“F” work indicates the student did not submit a discussion or that the discussion is incomplete, plagiarized, or would otherwise receive 0 points.)
Advance Organizer

**Academic honesty policy:** Page 11, 22-23.

**ADA information:** Page 11.

**Books:** This course is part of the ALG (Affordable Learning Georgia) initiative. **There are no textbooks required.** All readings are online and free. I have a textbook on reserve and have provided info about a recommended textbook if you want to get one.

**Crash Course (CCV) or History Summarized Videos (HSV), Required:** Pages 5-6. 10% of your final grade.

**Critical Thinking:** Pages 24-25.

**Desire 2 Learn Syllabus Quiz Requirement (required to access course content):** Before you can access the online course content, you will be required to take a Syllabus Quiz. To reach the quiz, log into Desire2Learn (D2L) and click on the Quiz link on the toolbar. Complete the quiz with a score of 90% or higher; then, you can access the rest of the course. You can take the quiz as many times as needed to reach a score of 90% or higher.

**Discussion grading rubrics and assignment checklists:** Pages 25-29. 30% of your final grade (average of 6 discussions).

**Exams, format, and PROCTORING REQUIREMENT FOR MIDTERM:** Pages 8-9. A “quiz” stating you understand the terms of the final must be completed before you can access the final in the dropbox. The midterm and final exam are each 30% of your final grade.

**Frequently asked questions:** Pages 20-22.

**Grading, percentages of work:** Page 5.

**How to address professor properly:** Dr. McKinney, Professor McKinney, and Dr. Dee are acceptable. Mrs. McKinney, Ms. Dee, or Mrs. Dee are NOT acceptable.

**How to contact professor and office hours:** Page 2.

**Master list of due dates:** Pages 26-28.

**Participation expectations:** All students should log into the course NO LESS than three times per week. You must contact the instructor via D2L by August 18 (not Catmail) to continue in the course.

**Policy on ANY and ALL late work:** No late work will be accepted. Please do not ask if you can submit work late. It is annoying and creates disparity and unfairness.

**Practice quizzes, how they work for extra credit:** Page 21.

**Weekly discussions:** Pages 6-8, 24. Be sure you understand that you POST first in the dropbox and then proceed to the discussion board!

**Weekly schedule:** Pages 13-19.

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1 The advance organizer gives you ‘quick go-to’ information for the most critical portions of the course.
History 1111: Western Civilization to 1648,
EAST GEORGIA STATE COLLEGE
Fall 2017: Classes Held August 14-December 1, 2017; proctored midterm exam by appointment in
Swainsboro or with Proctor U ONLY; final exam online

I. Instructor: Dr. Dee McKinney
II. Office information (See below, p. 1)
III. Course description (See below, p. 2)
IV. Pre-requisites (See below, p. 2)
V. Textbooks (See below, p. 2)
VI. Student learning outcomes and General Education Outcomes, linked (See below, pp. 2-3)
VII. Additional course objectives (None besides those stated)
VIII. Evaluation (See below, pp. 3-10)
IX. Grading (See below, pp. 3-10)
X. Attendance Policy: This is an online class. Student progress and "check ins" will be recorded and
sent to the registrar as a matter of official record keeping activities. All students must complete the
Syllabus Quiz in via D2L by August 18, 2017, with a 90% or higher. Failure to do so means being
reported as non-attending to the registrar.
XI. Makeup Work Policy: Midterm exams must be made up within 1 week, if there is a documented
emergency that precludes a student from taking the exam. Final exams cannot be made up after the
final exam period has ended, regardless of reason. No late assignments are accepted.
XII. Plagiarism and Dishonesty statement. Please refer to the President’s Policy page, Academic
Honesty: http://www.ega.edu/offices/presidents_office/policies_and_procedures_of_the_college and
see below, pp. 11, 22-23.
XIII. ADA Statement. Please see p. 7 and this link:
http://www.ega.edu/offices/student_affairs/counseling_and_disability_services
XIV. Learning Support Policy Statement: Students are responsible for their own academic progress
and must make themselves familiar with the EGSC Learning Support policies. Decisions regarding
fulfillment of College Preparatory Curriculum (CPC) deficiencies should be made only after
consultation with an academic advisor. EGSC Learning Support Policies can be found at:
XV. Course Withdrawal Policy Statement: Students are responsible for their own academic
progress. Decisions regarding withdrawal from courses should only be made after consultation with
an academic advisor. Before withdrawing from a course, students must first meet with a Financial Aid
representative to discuss their personal financial aid situation. More information regarding withdrawal
from courses can be found in the EGSC catalog at: http://www.ega.edu/registrar/catalog/ Any
student, regardless of reason, who is missing more than half the coursework at midpoint
should withdraw from the class.
XVI. Campus Emergency Policy. See p. 12 below.
XVII. Additional Course Requirements. See p. 11 below.

II. Office Hours: By appointment.
Office: George Smith Building, IT Department, Room 123
Office phone at EGSC: 478-289-2062
E-mail (a great way to reach me): dmckinney@ega.edu (anytime, but I go to bed at 10 PM and don't
get up until 6:30 AM. So, don't expect me to respond right away if you email at 2 AM)
III. Course Description

HIST 1111 is the first half of a two-semester survey of the political, social, and cultural developments of western civilization.

Please note: This is an extremely interesting, yet challenging class. You have to do a LOT of reading and writing. Do not take this course unless you are prepared to work very hard and remember a lot of material on the exams. If you decide to take the class, knowing it is a challenging course, I do NOT want to hear any complaining about it later.

Do not take this class only because it’s online.

IV. Prerequisites: Completion of learning support reading and English is required by our department. I also recommend that you be enrolled in ENG 1101 or finish it before taking this class.

V. Optional Text

This course is part of the Affordable Learning Georgia (ALG) initiative. ALL readings are provided free online. However, if you would like, I recommend the following *optional* textbook. An older edition is fine to supplement your reading. I have one on reserve at the main Swainsboro campus library.

A History of World Societies, Volume 1, to 1600, 10th edition. Paperback.
John P. McKay (University of Illinois at Urbana-Champaign) , Patricia Buckley Ebrey (University of Washington) , Roger B. Beck (Eastern Illinois University) , Clare Haru Crowston (University of Illinois at Urbana-Champaign) , Merry E. Wiesner-Hanks (University of Wisconsin-Milwaukee) , Jerry Davila (University of Illinois at Urbana-Champaign)

VI. Student Learning Outcomes

After completing History 1111, you should be able to:

1. Explain the importance of geography and how geography can impact historical events, issues, and processes.
2. Read, interpret and effectively use maps, including the interactive maps in this course, to answer historical questions.
3. Identify and evaluate the important historical political, cultural, social and economic movements, historical figures, and events that characterize the development of the great world civilizations from antiquity through 1648 C.E.
4. Explain the ways in which the practice of history is both an art and a science.
5. Analyze various interpretations of world historical events, figures, and issues and explain the ways and the reasons why these interpretations have changed over time.
6. Demonstrate an awareness of the relationship of events across cultures, and chronologically order historical events both in the context of the culture in which they occurred as well as in the context of global civilizations.
7. Write well-developed and logically organized analytical essays.
8. Demonstrate critical thinking skills in reading and writing assignments, including the ability to analyze, synthesize, and interpret primary and secondary sources.
9. Distinguish between primary and secondary sources, and analyze at least five major issues using appropriate sources and historical methodology.
10. Identify at least three other types of resources besides written records that historians July use to study the past and explain their use to enlighten historical questions using at least three different issues.

11. Identify the major historiographical issues associated with the significant time periods, cultures, figures, and events from antiquity through 1648 C.E.

12. Identify the major centers of world civilization and their most important characteristics in the western world from antiquity through 1648 C.E.

13. Identify, using at least three examples, the ways in which world civilizations and cultures interacted with and influenced one another from antiquity through 1648 C.E.

General Education Learning Outcomes:

East Georgia College requires that students meet seven learning outcomes that define the intellectual, cultural, and physical experiences that students complete prior to graduation. In this course, you will complete the following two outcomes:

1. Students will demonstrate the ability to (a) read, (b) write, (c) speak, and (d) listen with the competence necessary to succeed in higher education.

Description of Class Activities

Please note: ALL students must take a syllabus quiz and score 90% to access the ‘course content’ (for the assignments, readings, study guides, and so on). You can take the syllabus quiz as many times as you like, but Desire 2 Learn (our course management system) will block you from entering the content area until you score at least 90%. Completion of the syllabus quiz indicates course attendance. If you do not complete the syllabus quiz by August 18, you will be counted as non-attending.

This is a course that is taught completely online, with a proctored, on campus midterm and final. Every week, you will have a list of tasks to complete. These include:

- **Readings** in both the online content and from the links listed here in the syllabus.
- A proctored, **ON CAMPUS, MIDTERM** exam in Swainsboro2
- An **online** final exam
- Review of online content and videos that provide a sort of “online lesson lecture”
- Required Crash Course or History Summarized video quizzes
- Participation in a lesson discussion online, with a regular posting deadline for each lesson.
- Other tasks which may include responding to email, checking web sites, and reviewing study materials
- Being present and checking in online at least 3-4 times per week.

**All students must check in through D2L by August 18 and complete the syllabus quiz! If not, you are reported as “non-attending” and dropped from the course.**

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2 Read further for information about using the Proctor U service. This is the only way students can take proctored exams other than in Swainsboro. Do not ask about taking it on another campus!
VIII. and IX. Evaluation and Grading

A: 90-100%
B: 80-89%
C: 70-79%
D: 60-69%
F: 0-59%

Your Final Grade is Determined Solely by Course Activities and Assessments

Five items determine your course grade, and these assessments are not all of equal value. They are as follows:

- Crash Course or History Summarized Video Quizzes (Worth 10% of final grade)
- Discussion Response and Participation (Worth 30% of final grade; average of 6 thematic discussions)
- Midterm Exam, proctored either in Swainsboro or by ProctorU (Worth 30% of final grade), lessons 1-7
- Final Exam, online (Worth 30% of final grade)

Each of these activities and assessments links directly back to the objectives and goals of the course noted in the syllabus. Your performance on these activities and assessments is how I measure whether or not you as a student achieved and met the objectives and goals of the course.

In calculating final grades, I use standard rules for rounding. For example, 89.5 would round to a 90 (A), but 89.4 would round to an 89 (B). There is no curve, nor is there any chance for extra credit other than the practice quizzes online.

Please, if you want a good grade in the course, you must perform to a high standard on the five activities and assessments listed above and described further in the syllabus. I cannot "raise" your grade a point or two at the end of the semester, just because you tell me that you are not happy with your final average. You must demonstrate through the activities and assessments that you have achieved a certain grade. Note that the attendance check and discussion component of the course already assesses your participation, so the argument of "I participated a lot in the course, so you need to raise my grade" does not hold water. Neither does the argument of "I spent a lot of time on this course, so you need to raise my grade." Many times, students spend a great deal of time on a subject and still end up with an average performance and corresponding grade. Sometimes, other students do not have to put in the same amount of time, and yet they end up with a better performance and better grade. Time spent studying and participating in class are only two of several factors that determine whether or not a student succeeds in a course.

PLEASE NOTE: NO LATE WORK WILL BE ACCEPTED!

Crash Course (CCV) or History Summarized Video (HSV) Quizzes (10% of Grade)

Based on student feedback, I use the John Green Crash Course Videos (CCV) and Overly Sarcastic History Summarized Videos (HSV) into the class. The videos are linked directly in D2L, and I have noted on the daily syllabus which videos you should watch during certain weeks. You must watch the video and complete the quiz during the week it is due/with the accompanying lesson.
- Each quiz has 5-10 questions (short answer, matching, fill in the blank, true/false, etc.).
- Watch each video and take notes. A transcript is also available as is captioning.
  - You may want to watch the video twice. Each is 10-12 minutes.
- Then, take the quiz for each video.
- You may take each quiz twice, so if you do poorly on the first try, watch the video again, and then re-take the quiz.
  - The highest quiz attempt is the one that counts.
  - I will hand-grade/review all quizzes to account for misspellings.
- The average of all video quizzes is worth 10% of your course grade.

You find the video quizzes in the Quiz tool:

Video quizzes will not be reopened after they close. Please do them on time! They are a great way to ‘introduce’ the lesson materials if you watch them first.

Online Discussions (worth 30% of grade)

- I have divided the course into six “thematic” sections, and each section has between one and four lessons.
- Each lesson has associated videos and quizzes, but more importantly, each lesson has content that must be read and understood.
- To assess your understanding of each “thematic” section, and the lessons therein, there will be six detailed discussions. These are as follows:
  - Prehistory and Early Civilizations in the Middle East (Lessons 1-4)
  - India and China to 1600 (Lessons 5-6)
  - Classical Civilization in Greece and Rome (Lessons 7-8)
    - Lessons 1-7 will be on the midterm, but not lesson 8.
  - Islam and African Civilizations (Lesson 9)
  - Western Europe from the Fall of Rome to the Renaissance (Lessons 10-11)
The Renaissance and Reformation (Lessons 12-13)

The number of questions in each thematic discussion ranges between 4-10, and all questions must be completed (you cannot “pick and choose” questions to answer).

How to Navigate to the Discussion Questions and Complete the Assignments, Part One:

- Complete all readings listed in the syllabus, which include both external links and online content in the course.
- Consult the daily syllabus for due dates. These due dates are firm. It is not fair to other students to offer extensions. You have the entire set of dates for the semester so that you may plan accordingly.
- Click on the Assignment tool to see the thematic discussions. See illustration following.
- Click on the Title of the discussion to read instructions and view the questions.
- Compose your answers. I am looking for 3-5 sentences per question as a “solid” answer. You should use details and examples from your readings to support your answers.
- Save your work often!
- When you are ready to submit your answers, upload them to the appropriate folder as shown in the picture.
- I will grade your answers using a rubric, and your grade will appear when I am finished.
- This is “part one” of the discussion procedure. Please look at the picture and then continue reading below.

How to Navigate to the Discussion Questions and Complete the Assignments, Part Two:

- Once the Assignment tool closes according to the date in the syllabus, you can then go to the Discussion board. This is the interactive part of the work. By their very nature, discussions are interactive and cannot be made up in any fashion.
- Repost what you wrote in the Assignment tool by copying and pasting in your work so others can see it. Do not do an attachment—that makes it harder for others to read.
- Study the posts of your fellow students.
• Respond to at least two other students with some commentary. The more responses, the greater your final grade.
• I am looking for detailed, thoughtful interaction, not “Good job” or “I liked your post.”
• If you participate actively in the discussion on the discussion board, I may raise your grade from the Assignment tool. Dinky posts, however, will not raise your grade.
• Do you find someone’s post helpful? Did it illuminate a point? Did you enjoy someone’s response to your post? If so, considering giving that person “stars,” a feature available in the discussion area.
• Do not use text messaging shortcuts in your discussions. That deducts points.
• You can only participate in the discussion if you turned in work to the Assignment tool first. The discussion boards are set up to “block” people from turning in work there if they did not turn in their own work in the Assignment folder first.
• Grading: After the discussion boards close, I will consider your work there along with your original writing in the Assignment tool. Your grade may or may not increase depending on your activity and participation.

Exams (Each worth 30% of grade)

You will take two exams in this course, one midterm and one final; each is worth 30% of your grade.

Midterm:

• This exam is given in a proctored (i.e. with a real person) environment.
• Format will be a combination of short answer and essay using the “Terms to Know” and “Thought Questions” from the online content.
  o The Midterm covers Lessons 1-7 (From Prehistory through Greece).
• There are no multiple choice questions.
• This exam is "closed book" and "closed notes."
• The midterm may be taken in one of two ways (your choice):
On campus in Swainsboro; you must find a way to get to the Swainsboro campus to take the exams during the dates indicated

Using ProctorU, which offers appointments by webcam 24/7
- This requires pre-registration by a date four days before you take the exam.
- You must have photo ID.
- You must pay approximately $25 for the exam.
- You must wear clothes to take the exam—you cannot be naked.

The exam will not be offered on any other campuses.

- The exam must be scheduled in advance and taken on one of the exam days (there are two days and several times available each day—more information will be sent to you after drop/add is over)
- Having a proctored experience is required by the college and by accreditation agencies. This sets us apart from “diploma mill” institutions.

*Dates for Fall 2017 Midterm Exam:

- Monday, September 25, 8:15 AM – 2 PM start times. (See email once course begins).
- Tuesday, September 26, 8:15 AM – 2 PM start times. (See email once course begins).
- All exams (including those taken with ProctorU) must be completed by 11 PM, September 26. Do not schedule a start-time with ProctorU any later than 7 PM that day.

*Location of the Midterm Exam

- George L. Smith Building, Room 123.
  - Map: http://www.ega.edu/map
  - Directions: http://www.ega.edu/directions
- Do not bring anything except a pen or pencil—paper and test materials will be provided.
- No cell phones, hats, or devices of any kind allowed in the room.

Final exam

- First of all, you must complete a final exam “quiz” to have access to the final exam.
  - In the quiz, you state that you understand the rules completely.
  - The quiz is simply “True” or “False.” It documents that you accept the terms and conditions of the final exam.
- The final exam is online and is “open book.”
- You can locate the final exam in the Assignment tool (you can see it above in the picture where I show how to turn in Assignments).
- Your test will have two essay questions taken from the Thought Questions for lessons 8-13.
  - I give you several choices from which to choose your two questions to answer.
- The date range when you can take the final is Thursday, November 30 (1 AM) until Tuesday, December 5, 11 PM.
- There is no makeup or extension on the final exam. If you do not turn it in, you score a 0. This is my last word on this.
- Plagiarism of any kind will also result in a 0. Please review what plagiarism means later in the syllabus. There is a zero tolerance policy on plagiarism in the course.
How I Grade

Grades are based on student performance and capability. Simply turning in all the assignments does not guarantee that the student will receive a "good grade." To receive a higher grade, a student must demonstrate proficiency in the material and mastery of course objectives. For different students, gaining that proficiency requires different levels of work because not all students walk into the class with the same aptitude for history. Saying “But I worked hard!” does not guarantee you any particular grade. Hard work for some could mean a C. The standards for the respective grades are as follows:

- **A**
  
  To achieve this grade, the student must display superior performance in his/her course work. This includes demonstrating the ability to process and comprehend complex ideas, and to be able to convey those ideas to others in a clear, intelligent manner. An "A" student will go beyond simple requirements and seek to excel in his/her preparation for and presentation of assigned work. He/she will demonstrate excellence in communication skills and the ability to contextualize material. All work, including discussions, are on time, well written, and grammatically correct.

- **B**
  
  To achieve this grade, the student needs to display above average performance in his/her course work, including demonstrating the ability to process and comprehend complex ideas, while being able to convey those ideas in a clear, intelligent manner. A "B" student will also go beyond minimum requirements in terms of preparation and presentation of assigned work. He/she will demonstrate above average communication skills and ability to contextualize material. All work is on time, though there might be occasional grammatical errors or small flaws in writing.

- **C**
  
  For this grade, the student must meet the minimum requirements for the course, displaying adequate performance in his/her course work, and adequately demonstrate the ability to comprehend complex ideas, while also being able to convey those ideas in a like manner. A "C" student demonstrates competence in terms of preparation and presentation of assigned work. He/she will demonstrate adequate communication skills and ability to contextualize materials. Work that is late, regardless of quality, will get a grade no higher than C. Work that is on time but contains errors generally is in the C category.

- **D**
  
  A student receiving this grade is performing below the minimum requirements for the course. This could include failure to complete or turn in assignments on a timely basis, or failure to adequately demonstrate the ability to comprehend or convey complex ideas. A "D" student performs below the average in terms of preparation and presentation of assigned work. He/she July not be demonstrating adequate communication skills or ability to contextualize materials. Work in this range is often late and full of grammatical and other errors.
A student receiving this grade has failed to meet the requirements of the course, including failure to complete or turn in assignments, or failure to demonstrate ability to comprehend or convey complex ideas. An "F" student has not performed in a manner satisfactory to the standards of the class.

XII. Plagiarism and Academic Honesty

Cheating, plagiarism, bribery, misrepresentation, conspiracy, and fabrication are not permitted and will be dealt with in the most severe manner possible. Students should make themselves aware of student conduct expectations; more information on this appears in the college catalog. Students in violation of the academic honesty code will receive a WF for the course. If you are caught in an act of plagiarism, you will receive the harshest consequences possible. Failure to understand the policy or misconstruing what plagiarism is will make no difference in the penalty for such actions. If you are in doubt: ASK!! I also recommend you visit the writing center; check in the ACE for opening hours.

*Be quite sure you understand that you may not “copy and paste” from other papers or writing. All work must be in your own words.

XIII. ADA Statement of Reasonable Accommodations

If there is any student in this class who has special needs because of a learning disability or other kinds of disabilities, he or she should discuss this problem with the instructor and our student services coordinator. More information about services for students with disabilities can be obtained from Student Services, phone 478-289-2039. For students who are given extra time on exams, the exam must be completed on the same day it is started. For students given extra time on assignments, the maximum extension is two weeks after original due date.

Please note: I cannot, by law, give you accommodations UNLESS you work through Disability Services. If you want any kind of special consideration, please contact the Disability Services office as soon as possible.

XVII: Additional Course Requirements and Rules of Conduct

Other than what is noted in this syllabus:

- Courteous behavior to me and your fellow classmates online and face to face
  - Cell phones should be set to SILENT and kept OUT OF SIGHT (in your bag) during the entire time you are on campus, especially during exams
    - Students caught with a cell phone during testing receive a 0, period.
    - My wrath is harsh and swift if students violate the cell phone policy.
  - NO laptops brought to exams

- Attention to details
- Completing the readings before you do discussions
- Watching the videos before you do the quizzes
- Questions asked when you need additional information to succeed
- Don't ever call the instructor 'honey, sweetie, sweetheart, darling, sugar’ or any other related term. That is very unprofessional.
XVI. Campus Emergencies: (I am required to include this even though this is an online class)

In the event the fire alarm is sounded, everyone must evacuate the building at once and in a calm and orderly fashion - DO NOT RUN - using the nearest exit. In the event of a severe weather warning, which will be delivered verbally, everyone must proceed immediately to the nearest designated shelter area which are marked by a small tornado symbol. All severe weather shelter locations are posted on the EGSC website. Each student should, on the first day of class, determine the location of the nearest exit and the nearest designated shelter area for each of his or her classrooms. If you have difficulty locating either, ask you instructor to assist you.

Connect ED: The ConnectED system is a communication service that enables East Georgia College administrators and security personnel to quickly contact all East Georgia College students, faculty, and staff with personalized voice and text messages that contain emergency-related campus information (e.g. campus closings, campus threat, health scare, etc.) With ConnectED, East Georgia College students can be reached and provided with vital instructions anywhere, anytime, through their cell phones, home phones, email, TTY/TDD receiving devices, or other text-receiving devices (http://www.ega.edu/connected.pdf).

"Missing" Work

If for whatever reason you do not have a paper returned to you, or you do not see a grade for a particular assignment on GA View D2L, it is YOUR responsibility to come check with me. It could be that you did the assignment, but I did not receive it. Any questions about whether or not assignment were received needs to be confirmed between you, the student, and me, the instructor, BEFORE THE LAST DAY OF CLASS. Disputes about receipt of assignments after that time are not valid. Check with me BEFORE the end of the term if you have a question about whether I received an assignment.

DR. MCKINNEY HAS A 0 TOLERANCE POLICY ON LATE WORK AND ANY ACTS THAT INDICATE THE POSSIBILITY OF PLAGIARISM, ACADEMIC DISHONESTY, OR CHEATING IN ANY FORM OR FASHION.

How to Get to the Online Content—Seeing “How Do I Do Stuff”?

Follow the picture below to get to the online content, which includes reading, Terms to Know (to study), Thought Questions (to study), and other useful items.
XVIII. Daily Course Schedule and Readings: Several lessons are done at the same time

<table>
<thead>
<tr>
<th>Lesson Number and Title, Videos to Watch</th>
<th>General Dates</th>
<th>Discussion Due—Initial Post in Assignment Tool</th>
<th>Discussion Due—Follow-Up Posts in Lesson Discussion Area AFTER Assignment Tool Due Date</th>
<th>Links to Online Readings: (These replace a textbook)</th>
</tr>
</thead>
</table>
| **Lesson 1: Prehistory** (read Lesson Online Content in D2L) Crash Course Video Quizzes Due (2): a) Agricultural Revolution and b) Indus Valley Civilizations | Start: August 14 End: September 3 (Recommend you finish lesson by August 21) | August 30, Theme 1 questions must be answered in Assignment folder | September 3, lesson activities close at 11 PM and will not be reopened | a. New Women of the Ice Age: http://discovermagazine.com/1998/apr/newwomenoftheice1430  
b. Introduction to Prehistoric Art: http://www.metmuseum.org/toah/hd/preh/hd_preh.htm |
| **Lesson 2: Mesopotamia** (read Lesson Online Content in D2L) Crash Course Video Quizzes Due: a) Mesopotamia | Start: August 14 End: September 3 (Recommend you finish lesson by August 24) | August 30, Theme 1 questions must be answered in Assignment folder | September 3, lesson activities close at 11 PM and will not be reopened | a. Epic of Gilgamesh  
Text online from the University of Wisconsin: http://www.uwosh.edu/home_pages/faculty_staff/minniear/2010/Pages/Epic%20of%20Gilgamesh.pdf  

3 Lessons typically start on Monday and end on Sunday evening. However, IF ANY LINKS ARE BROKEN, NOTIFY ME ASAP AND TRY TO FIND AN ALTERNATE LINK ON YOUR OWN. Make sure you copy the whole link and don’t miss a part of the URL.
## Theme One Continued: Prehistory and Early Civilizations in the Middle East, Lessons 1-4

While the official due dates may seem “a long time away,” you are encouraged to do a lesson a week to stay on track.

<table>
<thead>
<tr>
<th>Lesson 3: Egypt (read Lesson Online Content in D2L) Crash Course Video Quizzes Due: a) Egypt</th>
<th>Start: August 14 End: September 3 (Recommend you finish lesson by August 28)</th>
<th>August 30, Theme 1 questions must be answered in Assignment folder</th>
<th>September 3, lesson activities close at 11 PM and will not be reopened</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Links to Online Readings:</strong></td>
<td></td>
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<tr>
<td>a. Advice to the Young Egyptian: <a href="http://college.cengage.com/history/primary_sources/west/advice_to_ambitious_young_egyptians.htm">http://college.cengage.com/history/primary_sources/west/advice_to_ambitious_young_egyptians.htm</a></td>
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<tr>
<td>c. The Amarna Period: <a href="http://www.bbc.co.uk/history/ancient/egyptians/akhenaten_01.shtml">http://www.bbc.co.uk/history/ancient/egyptians/akhenaten_01.shtml</a></td>
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</tbody>
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<thead>
<tr>
<th>Lesson 4: The Hebrews (read Lesson Online Content in D2L) History Summarized Video Quiz Due: a) Judaism</th>
<th>Start: August 14 End: September 3 (Must finish lesson questions by August 30)</th>
<th>August 30, Theme 1 questions must be answered in Assignment folder</th>
<th>September 3, lesson activities close at 11 PM and will not be reopened</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Links to Online Readings:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. The Jewish Virtual Library: <a href="https://www.jewishvirtuallibrary.org/jsource/judaica/ejuid_0002_0001_0_00512.html">https://www.jewishvirtuallibrary.org/jsource/judaica/ejuid_0002_0001_0_00512.html</a></td>
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</tr>
<tr>
<td>Lesson Number and Title, Videos to Watch</td>
<td>General Dates</td>
<td>Discussion Due—Initial Post in Assignment Tool</td>
<td>Discussion Due—Follow-up Posts in Lesson Discussion Area AFTER Assignment Tool Due Date</td>
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<tr>
<td><strong>Theme Two: India and China to 1600, Lessons 5-6</strong>&lt;br&gt;While the official due dates may seem “a long time away,” you are encouraged to do a lesson a week to stay on track. September 4 is the Labor Day Holiday.</td>
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<tr>
<td><strong>Lesson 5: India</strong> (read Lesson Online Content in D2L) Crash Course Video Due: a) Buddha and Ashoka</td>
<td>Start: September 5 &lt;br&gt;End: September 17 (Recommend you finish lesson by September 8)</td>
<td>September 13, Theme 2 questions must be answered in Assignment Folder</td>
<td>September 17, lesson activities close at 11 PM and will not be reopened</td>
</tr>
<tr>
<td><strong>Lesson 6: China</strong> (read Lesson Online Content in D2L) Crash Course Video Due: a) Chinese History: Mandate of Heaven</td>
<td>Start: September 5 &lt;br&gt;End: September 17 (Lesson questions must be finished by September 13)</td>
<td>September 13, Theme 2 questions must be answered in Assignment Folder</td>
<td>September 17, lesson activities close at 11 PM and will not be reopened</td>
</tr>
<tr>
<td>• Midterm exam by appointment: September 25 or 26. Proctored in Swainsboro or via ProctorU Only. &lt;br&gt;• See D2L Email for Sign-Up Sheet and Further Instructions in D2L email <em>after</em> first week of class. &lt;br&gt;• Exam is short answer/essay and covers lessons 1-7.</td>
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<tr>
<td>• Last Day to Take Optional Extra Credit Quizzes for Lessons 1-7: September 24, 11 pm</td>
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<td></td>
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</tr>
</tbody>
</table>
**Lesson Number and Title, Videos to Watch** | **General Dates** | **Discussion Due—Initial Post in Assignment Tool** | **Discussion Due—Follow-up Posts in Area AFTER Assignment Tool Due Date** | **Links to Online Readings:** (These replace a textbook)
--- | --- | --- | --- | ---
**Theme Three: The Classical World—Greece and Rome**
While the official due dates may seem “a long time away,” you are encouraged to do a lesson a week to stay on track. **Lesson 7 *will* be on the Midterm Exam! (Not Lesson 8)**

| Lesson 7: Greece (read Lesson Online Content in D2L) Crash Course | Start: September 18 End: October 8 (Recommend you finish lesson by September 22) | October 4, Theme 3 questions must be answered in Assignment Folder | October 8, lesson activities close at 11 PM and will not be reopened | a. Minoan Art: http://www.metmuseum.org/toah/hd/mino/hd_mino.htm  
  c. Funeral Oration of Pericles: http://legacy.fordham.edu/halsall/ancient/pericles-funeralspeech.asp  
  e. Ancient World Biography of Alexander the Great: http://www.ancient.eu/Alexander_the_Great/ |
| Lesson 8: Rome (read Lesson Online Content in D2L) Crash Course | Start: September 18 End: October 8 (Recommend you finish lesson by September 22) | October 4, Theme 3 questions must be answered in Assignment Folder | October 8, lesson activities close at 11 PM and will not be reopened | a. Roman Achievements: https://www.theguardian.com/culture/2010/nov/08/ancient-world-rome  
  b. Marcus Aurelius Meditations: http://www.iep.utm.edu/marcus/  

Lesson 7 (Greece) will be on the Midterm Exam. Lesson 8 will not!
### Theme Four: Islam and African Civilizations

This lesson uses one week of the course, with a Wednesday deadline for questions in the Assignment folder and a Sunday deadline to participate in discussion and complete quizzes.

<table>
<thead>
<tr>
<th>Lesson 9: Islam and Africa (read Lesson Online Content in D2L). Crash Course and History Summarized</th>
<th>General Dates</th>
<th>Discussion Due—Final Post in Assignment Tool</th>
<th>Discussion Due—Follow-up Posts in Lesson Discussion Area AFTER Assignment Tool Due Date</th>
<th>Links to Online Readings: (These replace a textbook)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start: October 9</td>
<td>October 11, Theme 4 questions must be answered in Assignment Folder</td>
<td>October 15, lesson activities close at 11 PM and will not be reopened</td>
<td>a. Islam: <a href="https://legacy.fordham.edu/halsall/source/arab-y67s11.asp">https://legacy.fordham.edu/halsall/source/arab-y67s11.asp</a></td>
<td></td>
</tr>
</tbody>
</table>

Please note that the instructor will be at a conference from October 10 – 16!

- This would be an excellent time to:
  - Take your final exam acknowledgement quiz and get it out of the way
  - Work on the optional extra credit quizzes 8-13
  - Work ahead on the future video quizzes for lessons 10-13
<table>
<thead>
<tr>
<th>Lesson Number and Title, Videos to Watch</th>
<th>General Dates</th>
<th>Discussion Due—Initial Post in Assignment Tool</th>
<th>Discussion Due—Follow-up Posts in Lesson Discussion Area AFTER Assignment Tool Due Date</th>
<th>Links to Online Readings: (These replace a textbook)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theme Five: Western Europe from the Fall of the Roman Empire to the Renaissance</td>
<td>While the official due dates may seem “a long time away,” you are encouraged to do a lesson a week to stay on track.</td>
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</tbody>
</table>
| Lesson 10: The Middle Ages (read Lesson Online Content in D2L) Crash Course and History Summarized Videos Due: (5) a) Dark Ages, b) Crusades, c) Venice and the Ottomans, d) the Vikings, e) Samurai | Start: October 16
End: November 5 (Recommend you finish lesson by October 25) | November 1, Theme 5 questions must be answered in Assignment Folder | November 5, lesson activities close at 11 PM and will not be reopened | a. The Magna Carta: https://www.archives.gov/exhibits/featured-documents/magna-carta  

b. Sources of Viking History: http://www.bbc.co.uk/history/ancient/vikings/evidence_01.shtml |
| Lesson 11: The 14th Century (read Lesson Online Content in D2L). Crash Course and History Summarized Videos Due: a) Disease | Start: October 16
End: November 5 (Recommend you finish lesson by October 25) | November 1, Theme 5 questions must be answered in Assignment Folder | November 5, lesson activities close at 11 PM and will not be reopened | a. Thomas Aquinas: The Nature of Law. https://legacy.fordham.edu/halsall/source/aquinas2.asp  
b. Brown University on The Black Plague: https://www.brown.edu/Departments/Italian_Studies/dweb/plague/  
<table>
<thead>
<tr>
<th>Lesson Number and Title, Videos to Watch</th>
<th>General Dates</th>
<th>Discussion Due—Initial Post in Assignment Tool</th>
<th>Discussion Due—Follow-up Posts in Lesson Discussion Area AFTER Assignment Tool Due Date</th>
<th>Links to Online Readings: (These replace a textbook)</th>
</tr>
</thead>
</table>
| **Lesson 12: The Renaissance**  (read Lesson Online Content in D2L), Crash Course Video Due: a) Renaissance | Start: November 6  End: December 3 (Recommend you finish lesson by November 10) | November 15, Theme 6 questions must be answered in Assignment Folder | December 3, lesson activities close at 11 PM and will not be reopened | a. Henry VIII’s Genetic Issues:  http://www.medicalbag.com/what-killed-em/henry-viii/article/486659/  
|                                                                 |                                                                 |                                                                                  | b. Excerpt from The Prince:  https://legacy.fordham.edu/halsall/source/prince-excerp.asp |                                                                 |
|                                                                 |                                                                 |                                                                                  | d. Italian Renaissance Art:  http://www.italianrenaissance.org/ |                                                                 |
| **Lesson 13: The Reformation** (read Lesson Online Content in D2L), Crash Course Videos Due: (2) a) Martin Luther and Reformation, b) Russia and Mongols | Start: November 6  End: December 3 (Recommend you finish lesson by November 13) | November 15, Theme 6 questions must be answered in Assignment Folder | December 3, lesson activities close at 11 PM and will not be reopened | a. Martin Luther, 95 Theses:  http://www.americancatholictruthsociety.com/docs/95Theses.htm  

Final exam online, starting Thursday, November 30 (1 am) and ending at 11 PM on Tuesday, December 5. See details here in the syllabus and online in D2L. NO MAKEUPS ON FINAL EXAM!

LAST DAY TO TAKE OPTIONAL EXTRA CREDIT QUIZZES 8-13: Sunday, July 23, 11 pm

Please note:
- I might have to make minor adjustments in the scheduling of reading assignments and class activities.
- This will always be done with the intent of benefiting you, the student, or to accommodate circumstances beyond my control.
- If you have questions and concerns about any aspects of this course, **please contact me as soon as possible**.
  - Don’t wait until the end of the semester; chances are, with sufficient time, we can try to work around most difficulties.
- I am most willing to make accommodations for students with special needs; please see me at the start of the semester for arrangements.
Summary of Deadlines and Important Dates:

**August 14:** Class begins.

**August 18:** All students must "check in" via D2L and complete syllabus quiz (Do not check in via Catmail! Check in within D2L, so I know you are active in the course)

**September 25 or 26:** Midterm Exam dates, on campus in Swainsboro by appointment (see information in D2L about proctored exams using Proctor U)

**October 4:** Midpoint—Last day to withdraw with grade of W (Call registrar, 478-289-2169)

**November 30 – December 5 (see times earlier in syllabus)**—Online final exam, **NO MAKEUPS!**

I USE GOOGLE AND TURN IT IN.COM TO CHECK FOR PLAGIARISM!

Frequently Asked Questions

- **Do we have to buy the books and do the textbook readings?**
  - This course is part of the Affordable Learning Georgia (ALG) initiative. **ALL readings are provided free online.**
  - However, if you would like, I have an OPTIONAL textbook recommended on page 3.
  - An older edition is **fine** to supplement your reading. I have one on reserve at the main Swainsboro campus library.

- **What's on the exams?**
  - You are responsible for information from the readings assigned for the given lessons (online content and links in syllabus).
  - The midterm exam covers materials from Lessons 1-7.
  - The final exam covers lessons 8-13.
  - Every lesson has a study and review guide in D2L.
  - The midterm exam is short answer and essay only.
    - I will generally give you 50 short answer and five essays; you will pick 25 of the short answer and one of the essays to answer.
    - **Remember:** I get to choose the 50 short answers and five essays—you only get to pick which ones you want to do from the ones I give on the exam.
  - The final exam, which is open book, is the same, covering lessons 8-13.

- **How much time a week should I plan on spending on this course?**
  - Your time will be spent in the following ways:
    - Weekly readings
    - Weekly quizzes
    - Weekly written discussion posts in the Assignment tool
    - Preparation for the midterm
  - I would say to allow 6-10 hours of week for this class.
- I want to drop this course after drop/add but before the midpoint. How do I do that?
  - Because it's an online course, call the registrar at 478-289-2169 to withdraw.
  - Be sure you have your student ID number ready, and that you call before the midterm date. (See calendar/daily syllabus).

- Can I get an incomplete in this course?
  - If you are making satisfactory progress and the midpoint has passed, you can ask for permission to receive an incomplete if an unexpected emergency occurs.
  - You and I will negotiate what must be completed for the removal of the incomplete.
  - Granting of an incomplete grade is something that the instructor decides on a case-by-case basis.
    - I must warn you, though, that about 75% of students who take an "I" never come back to complete the work, and thus they end up with an F. Only take an incomplete as a last option.

- What is the format of the exams?
  - The midterm exam is short answer and essay only.
  - I will generally give you 50 short answer and five essays; you will pick 25 of the short answer and one of the essays to answer.
  - **Remember: I get to choose the 50 short answers and five essays—you only get to pick which ones you want to do from the ones I give on the exam.**
  - The final exam, which is open book, is a combination of multiple choice, short answer, and essay.

- How do I study for the exam?
  - First of all, review the terms and questions listed in each lesson. These will help you acquire the basic knowledge necessary for the exams.
    - If you create note cards for the terms and perhaps outline each of the given questions, and you study these well, you will likely do very well on the exams.
    - I strongly advise that you do the terms and questions as we go; don't try to cram all 100+ of these into two days of study before the exams. You will not do as well.
    - Many good students have told me that they do the terms before the lesson starts, and that way, they are familiar with some of the terminology of the lesson when they come to the class lecture.
    - I also suggest you take the OPTIONAL practice tests, which can give you bonus points towards the exams. (See my notes within D2L).

- I can't find one of the words on the study guide in the online content.
  - Every single term comes from somewhere in the online content or links. If you can’t find it, try an Internet search using a good quality source (please do not use Wikipedia).
- **It's after final grades are turned in, and I'm not happy with my grade. I needed a higher grade to stay in school, keep the Hope grant, keep my insurance, and [insert reason of choice]. Can I do extra credit so you can change my grade?**
  - I will not change your grade after the semester is over UNLESS there has been a mathematical error on my part.
  - If you find a mathematical error, alert me as soon as possible. If I have made an error (and I try to be very careful, but I am only human—I have made 2 mathematical errors in over 20 years of teaching), I will change your grade immediately and offer you my sincerest apologies.
  - IF, however, the grade is YOUR responsibility (you didn't realize that the final and midterm count more than discussions, you didn't understand how grades were calculated and that missing even one assignment WOULD hurt you, you feel that you got a poor grade at the start of the semester and you want me to change it, etc.), please don't ask me to give you preferential treatment after the fact.
    - This is unfair to all the students who have worked hard, maybe not gotten the grade they wanted, but accepted responsibility for their performance in the course.
    - I will NOT change grades simply because you aren't happy.
    - You get what you earn in my class, and that requires you to be an adult and come to me DURING the semester, not after, to discuss how you can improve your grade.

- **I'm doing four good discussion posts and meeting deadlines every lesson, but you keep giving me 90s instead of higher grades, like 95s or 97s. Why is this the case?**
  - You did the minimum work; you get the minimum grade.
  - A 90 or a 91 IS an A.
  - You want higher As? Do better and more frequent discussion posts.
    - Respond to more students and add more details to your posts.
    - Work that exceeds the minimum standards earns a higher grade; it's that simple.
  - I am not into the “every A = 100” business.

- **I don't understand why we have to have an on-campus or proctored test in an online class. That's not the point of taking an online class.**
  - Official EGSC policy requires one proctored experience for every online course. You can read these policies on the President’s page: [http://www.ega.edu/offices/presidents_office/policies_and_procedures_of_the_college](http://www.ega.edu/offices/presidents_office/policies_and_procedures_of_the_college)

  **Cheating, Plagiarism, and Academic Honesty Notice**

  Cheating, plagiarism, and academic dishonesty is not tolerated. Please read the college’s academic honesty policy here: [http://www.ega.edu/policy/04-academic-honesty-policy.pdf](http://www.ega.edu/policy/04-academic-honesty-policy.pdf)
  - First infraction: 0 on the assignment.
  - Second infraction: 0 on the assignment, report made to student conduct.
  - Third infraction: F in the course, report made to student conduct.
Definitions of Plagiarism and Academic Dishonesty:

- To take the writings, graphic representations or ideas of another person and represent them as your own without proper attribution given to the original source. This includes “copying and pasting” materials.

- Taking someone else's ideas, words, or writing, and attempting to pass them off as your own.

- Using another author's ideas or words without proper documentation; representing someone else's creative work (ideas, words, images, etc.) as your own, whether intentional or not.

- Using any kind of cheat sheet, note card, hidden notes, etc. during any exam or assessment. Even the HINT that there is something of this nature is near you, even if you say “I didn’t look at it” is enough to earn you a 0 on the exam.

- **NOTE:** Saying, “I don’t know how to cite things,” or “I don’t understand what I did wrong,” are NOT excuses! Ask me or another faculty member BEFORE the assignment is due if you are uncertain!

Examples of plagiarism and academic dishonesty in a course:

- Copying and pasting text from the Internet or class materials (online content) or a book into your paper or discussions without showing the material is directly quoted and also providing a footnote or endnote, and a complete reference entry in your works cited. You should put everything in your own words.

- Having a friend or relative write a paper for you, then turning it in as your own.

- Purchasing a paper off the Internet, then turning it in as your own.

- Copying another student’s online discussion posting and using it as your own.

- Looking at another student’s work, or looking at a cheat sheet or note cards or cell phone during a test; talking with another student during a test.

For more examples and details, read the Academic Honest Policy: http://www.ega.edu/policy/04-academic-honesty-policy.pdf

Using Encyclopedias in Writing College Level Work

- Encyclopedias (World Book, Britannica, Encarta, Wikipedia) are a great way to start research.
- An encyclopedia article can give you a good overview of a topic, and many (like the online Wikipedia) can provide a bibliography that has a wealth of information for you.
- However, an encyclopedia as a source used for a major paper or writing in college is a generally poor choice.
  - You are in college, not high school.
  - The academic rigor for papers is higher, meaning you are likewise held to a higher standard on all aspects of a paper—the writing, the research, and the quality of your resources.
  - So, do *not* use general encyclopedias for work in this course.
FALL D2L Maintenance Schedule (D2L will be down--Please plan accordingly!)

Count on most Friday-Saturday times, between 10 PM and 7 AM, for D2L to be down.

Discussion Grading Rubric

You will be expected to participate in ongoing discussions of the lesson topics and to interact with other students and your instructor regularly. It is expected that you will demonstrate a positive attitude and courtesy toward other participants in the discussion and observe good discussion “netiquette” (being polite and well-mannered online).

Your grade for discussion participation will account for 30% of your course grade.

To help you know what is expected of you for participation and how your participation will be graded, be sure to read the participation grading guidelines below.

Grading Rubric for Discussions

<table>
<thead>
<tr>
<th></th>
<th>Content, 50%</th>
<th>Specificity, 20%</th>
<th>Support, 20%</th>
<th>Responses (for those who participate)</th>
<th>Use of Language, 10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Writing makes vividly clear references to readings</td>
<td>Majority of writing includes specific details</td>
<td>Writing is well-supported with facts and examples</td>
<td>Comments to other students are articulate and show a high level of thought</td>
<td>Writing is well-organized, unified, and error-free</td>
</tr>
<tr>
<td>B</td>
<td>Writing makes perceivable reference to readings</td>
<td>Many writing includes specific details</td>
<td>Writing is mostly well-supported</td>
<td>Comments show above average thought</td>
<td>Writing is mostly organized and unified, with few errors</td>
</tr>
<tr>
<td>C</td>
<td>Writing makes some reference to readings</td>
<td>Some writing includes specific details</td>
<td>Writing is somewhat well-supported</td>
<td>Comments show some thought</td>
<td>Writing is somewhat organized and unified, with some errors</td>
</tr>
<tr>
<td>D</td>
<td>Writing makes make little reference to readings</td>
<td>Writing includes few specific details</td>
<td>Writing is not very well-supported</td>
<td>Comments show little thought</td>
<td>Writing is poorly organized/unified, with many errors</td>
</tr>
<tr>
<td>F</td>
<td>Writing makes make no reference to readings</td>
<td>No specific details in writing</td>
<td>Writing is not supported</td>
<td>Comments show no thought</td>
<td>Writing is not organized or unified; errors impair communication</td>
</tr>
</tbody>
</table>

See pages 6-8 for instructions on posting discussions. Any posts that use text message shortcuts (i, u, ur) will be deducted one letter grade.

Critical Thinking at EGSC

What is Critical Thinking?

- To think critically is to compare, to contrast, to analyze, to synthesize, and to see the world in fresh new ways.
A critical thinker makes use of inference, analogy, metaphor, or experiment, or recast an old idea in new and novel ways.

A critical thinker has formed the reading habit and reads with a critical eye, recognizing that much that has been written is subject to interpretation and appraisal.

A critical thinker is reflective and does not rush to judgment.

A critical thinker is dispassionate but recognizes that emotion and sentiment often color human events and cannot be ignored.

A critical thinker is able to weigh all available facts and to come to a defensible conclusion tempered by reason, the best available knowledge and any relevant experience.

Finally, a critical thinker must know the limits of knowledge, must have a certain intellectual humility, must be flexible, must be tolerant and open-minded, and must be willing to admit error.

How EGSC Will Assess Your Critical Thinking Skills

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question – Students will question basic understanding of the topic in order to construct a thesis.</td>
<td>Fails to identify alternatives</td>
<td>Identifies a limited number of alternatives</td>
<td>Thoroughly understands alternatives</td>
</tr>
<tr>
<td>Analyze – Students will analyze primary data to determine validity and usefulness.</td>
<td>Fails to distinguish between relevant/irrelevant data</td>
<td>Identifies data that July be relevant</td>
<td>Focuses on the relevant data</td>
</tr>
<tr>
<td>Discuss – Students will be able to engage in productive verbal communication</td>
<td>Fails to acknowledge opposing viewpoints</td>
<td>Identifies a limited number of alternatives</td>
<td>Thoroughly understands alternatives</td>
</tr>
<tr>
<td>Debate – Students will defend a cogent argument</td>
<td>Fails to distinguish between emotional and rational responses</td>
<td>Acknowledges opposing viewpoints</td>
<td>Acknowledges strengths of opposing viewpoints</td>
</tr>
<tr>
<td>Critique – Students will be able to research and evaluate opposing arguments in a controversial topic</td>
<td>Fails to assess the quality of evidence presented</td>
<td>Distinguishes between emotional and rational responses</td>
<td>Effectively guides debate from the emotional to the rational</td>
</tr>
</tbody>
</table>

Notes:
- Tier 1: Must
- Tier 2: Partial
- Tier 3: Excellent
### Fall 2017: HIST 1111, Western Civ to 1648, Master Due Date List (Use this as a check-off sheet)

<table>
<thead>
<tr>
<th>What is Due and Where</th>
<th>When the Assignment is Due*</th>
<th>Did I do this?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deadline to “check in” in D2L with instructor</td>
<td>August 18, 11 PM</td>
<td></td>
</tr>
<tr>
<td>Proctor U Form (if taking exam with them)</td>
<td>September 22, 11 PM IN THE EVENING</td>
<td></td>
</tr>
<tr>
<td>Syllabus Quiz</td>
<td>August 18, 11 PM IN THE EVENING (though I leave it open longer)</td>
<td></td>
</tr>
<tr>
<td>Thematic Discussion One (Prehistory and the Ancient Middle East) Questions Due in Assignment Tool (Encompasses Lessons 1-4)</td>
<td>August 30, 11 PM IN THE EVENING</td>
<td></td>
</tr>
<tr>
<td>Thematic Discussion One Questions Repostings and Interactions in Discussion Tool Due (Encompasses Lessons 1-4)</td>
<td>September 3, 11 PM IN THE EVENING</td>
<td></td>
</tr>
</tbody>
</table>
| Quizzes for Theme One Due—These are:  
1. Agricultural Revolution  
2. Indus Valley Civilizations  
3. Mesopotamia  
4. Egypt  
5. Judaism | September 3, 11 PM IN THE EVENING | |
| Thematic Discussion Two (India and China to 1600) Questions Due in Assignment Tool (Encompasses Lessons 5-6) | September 13, 11 PM IN THE EVENING | |
| Thematic Discussion Two Questions Repostings and Interactions in Discussion Tool Due (Encompasses Lessons 5-6) | September 17, 11 PM IN THE EVENING | |
| Quizzes for Theme Two Due—These are:  
6. Buddha and Ashoka  
7. Chinese History—The Mandate of Heaven | September 17, 11 PM IN THE EVENING | |
| Midterm Exam, *Proctored*. It covers Lessons 1-7 (Prehistory through Greece) | Must be completed by 4 pm, September 26, in Swainsboro, or by 11 PM, September 26, if you are using Proctor U (see syllabus for info). If you are using Proctor U, you must complete the Proctored Exam form, GETTING MY APPROVAL FIRST, and then access the midterm via the Assignment Tool. | |

**Notes:**
- All times are in the evening.
- Ensure to complete all assignments by the specified deadlines.
<table>
<thead>
<tr>
<th>What is Due and Where</th>
<th>When the Assignment is Due*</th>
<th>Did I do this?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thematic Discussion Three (The Classical World of Greece and Rome) Questions Due in Assignment Tool (Encompasses Lessons 7-8)</td>
<td>October 4, 11 PM IN THE EVENING</td>
<td></td>
</tr>
<tr>
<td>Thematic Discussion Three Questions Repostings and Interactions in Discussion Tool Due (Encompasses Lessons 7-8)</td>
<td>October 8, 11 PM IN THE EVENING</td>
<td></td>
</tr>
<tr>
<td>Thematic Discussion Four (Islam and Empires in Africa) Questions Due in Assignment Tool (Encompasses Lessons 7-8)</td>
<td>October 11, 11 PM IN THE EVENING</td>
<td></td>
</tr>
<tr>
<td>Thematic Discussion Four Questions Repostings and Interactions in Discussion Tool Due (Encompasses Lesson 9)</td>
<td>October 15, 11 PM IN THE EVENING</td>
<td></td>
</tr>
<tr>
<td>Thematic Discussion Five (Western Europe from the Fall of Rome to the Renaissance) Questions Due in Assignment Tool (Encompasses Lessons 10-11)</td>
<td>November 1, 11 PM IN THE EVENING</td>
<td></td>
</tr>
<tr>
<td>Thematic Discussion Five Questions Repostings and Interactions in Discussion Tool Due (Encompasses Lessons 10-11)</td>
<td>November 5, 11 PM IN THE EVENING</td>
<td></td>
</tr>
<tr>
<td>Quizzes for Theme Three Due—These are: 15. Islam 16. Mansa Musa and Africa</td>
<td>October 15, 11 PM IN THE EVENING</td>
<td></td>
</tr>
<tr>
<td>What is Due and Where</td>
<td>When the Assignment is Due*</td>
<td>Did I do this?</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Thematic Discussion Six (The Renaissance and Reformation) Questions Due in Assignment Tool (Encompasses Lessons 12-13)</td>
<td>November 15, 11 PM IN THE EVENING</td>
<td></td>
</tr>
<tr>
<td>Thematic Discussion Six Questions Repostings and Interactions in Discussion Tool Due (Encompasses Lessons 12-13)</td>
<td>December 3, 11 PM IN THE EVENING</td>
<td></td>
</tr>
</tbody>
</table>
| Quizzes for Theme Six Due—These are:  
  23. The Renaissance  
  24. Martin Luther and the Reformation  
  25. Russia and the Mongols | December 3, 11 PM IN THE EVENING                |               |
| **Final Exam**, Online and open book, via Assignment Tool (it opens November 30)—Quiz on terms of the final exam must be completed first | CLOSES Tuesday, December 5, 11 PM—once the exam closes, it will not be reopened. You would be wise to complete it early that day. Grades are due the next day. |               |

**Helpful Links:**

**College Website:** http://www.ega.edu/

**Registrar’s Office:** http://www.ega.edu/offices/student_affairs/registrars_office

**Academic Advising:** http://www.ega.edu/academics/academic_advising

**Financial Aid:** http://www.ega.edu/offices/student_affairs/financial_aid

**Counseling and Disability Student Services:**
http://www.ega.edu/offices/student_affairs/counseling_and_disability_services

**Public Safety:** http://www.ega.edu/offices/public_safety

**USG D2L Help Center (24/7):** https://d2lhelp.view.usg.edu/

**IT Homepage (for browser checks and software info):**
http://www.ega.edu/offices/information_technology

**Student Handbook:**
http://www.ega.edu/offices/presidents_office/policies_and_procedures_of_the_college#student-affairs

**College Catalog:** http://www.ega.edu/offices/student_affairs/registrars_office/catalogs
Using HIST 1111 Materials: Suggestions by Dee McKinney and Katie Shepard

Thank you for using our no-cost HIST 1111 course from East Georgia State College as part of your curriculum! We have had a great experience re-thinking how to make HIST 1111 intriguing, accessible, and affordable to students across the University System of Georgia and beyond. This overview gives some suggestions on how we've worked together to teach the course, with Dr. McKinney as the instructor and Ms. Shepard as an embedded librarian.

1. Each “lesson” has the same structure, as follows:

   - A narrated Power Point (you can turn off the narration).
   - A study guide with terms and questions that can form the basis of a short answer and essay exam (a midterm and/or final). A sample exam is available on request to instructors.
   - Discussion questions based on the Power Point and online readings.
   - Links to free online readings, usually primary sources or academic secondary sources.
   - Links to short videos with captioning available, which can serve as an introduction to the lesson or the basis of accompanying quizzes, available to instructors on request.

2. The lessons are as follows:

   - Lesson 1: Prehistory
   - Lesson 2: Mesopotamia
   - Lesson 3: Egypt
   - Lesson 4: The Hebrews
   - Lesson 5: India to 1600
   - Lesson 6: China to 1600
   - Lesson 7: Greece
   - Lesson 8: Rome
   - Lesson 9: Islam and Africa before 1600
   - Lesson 10: Europe in the Middle Ages
   - Lesson 11: The Renaissance
   - Lesson 12: The Reformation

3. Instructors can use the lessons individually or “group” them into thematic units. For example, we grouped lessons 1-4 into a thematic unit called “Early Civilizations” and lessons 7 and 8 into a thematic unit called “The Classical World of Greece and Rome.” All content was included, but the discussion questions were in a single group.
4. A discussion grading rubric is provided.

5. A LibGuide is provided.

6. Images were either copyright free or taken by the authors of these materials.

7. An overall set of course learning objectives is provided, linked to the assessments as used when taught at EGSC (thematic discussions, 30%; midterm exam, 30%; final exam, 30%; and video quizzes, 10%).

8. A sample syllabus is provided based on the EGSC template.
A Brief Look at Neanderthals

by "Guest Lecturer" Forrest B. Marchinton, B.S., M.S.

How do we know?

You may have watched investigative shows like CSI, Bones, or NCIS, that often deal with forensic science – using scientific methodology to determine facts in a criminal case. Forensic anthropology is very valuable to historical – and prehistorical – researchers, allowing them to study bones and related physical evidence to determine the identity of the deceased, how they lived, how they died and who may have killed them. Many of the techniques used today, from DNA retrieval, dating methods, and even basic site mapping have not always been available, so many of the early excavations can tell us little apart from providing the actual bones and stone tools. Still, considering that we are looking at a 100,000+ year span of time that ended some 20,000 years before writing was invented, we have a remarkably clear vision of what Neanderthals were like.

Scientists first identified this ancient people in the mid 19th century, calling them “Neanderthal Man” after the valley where a partial skeleton was found. All told, scientists have collected bones from some 400 individuals across Europe and the Near East. In addition, much can be learned by collecting the bones from (presumably) their prey, stone tools, fireplaces and even a few possible art objects found nearby.

The time of the Neanderthals was one of dramatic climate changes, as great ice sheets ebbed and flowed across the northern hemisphere. Neanderthals remain can be found westward in Britain and Portugal, eastward as far as southern Ukraine, Israel and Iraq, and various places in between.

What did the look like?

Neanderthals averaged about 6 inches shorter than modern humans. They had a robust build, with massive joints and thick bones that suggest strength. Their heavy-set body and barrel chest may have been useful in conserving heat in a colder Pleistocene climate. Their heads were longer, with a sloping forehead above heavy brow ridges, and their chins receded. DNA studies suggest that some Neanderthals had pale skin and reddish hair, although this represents very few individuals.

How did they live?
Neanderthals ate lots of meat – mostly from big game, which included bison, mammoths, wooly rhinoceri, giant deer, ibex, and horses. Their hunting methods probably included close-in attacks with spears, clubs, and possibly even grappling. Evidence for this comes in part from the numerous healed fractures that are common features of Neanderthal skeletons.

Life was hard; perhaps 1 in 5 made it to their 40s (though to be fair, their apparent life span was longer than in previous hominids). Those who reached that age were worn out, suffering from arthritis, tooth loss, and the pains of the aforementioned healed fractures. But the fact that the individuals recovered from wounds or survived when age made them infirm points to a social structure that could, and would, care for them. Unfortunately, not much else is known for certain about their group dynamics. Male and female skeletons both show similar wear and tear, suggesting that both sexes hunted and did the other heavy chores necessary to survive; even children did a share of heavy lifting.

There is evidence that at least some Neanderthals were buried, but beyond that is sheer speculation. Were they buried in reverence, or simply to keep the corpse from attracting scavengers? At this time there is no way to tell. Burial in caves was not the standard method of disposing bodies; otherwise, there would be many more.

We know they used caves as dwellings, but it is likely they built shelters – hide tents, and probably more permanent structures using bone, stone and wood – of only a few traces remain.

**Did they have a language?**

Although for many years the popular view held that Neanderthals were incapable of more than a very rudimentary form of speech, recent research into their bone structure and DNA point to the likelihood that Neanderthals probably had a language of some sort. Beyond the positive physical evidence, anthropologists debate the issue because of the lack of art objects that the Neanderthals’ successors produced in abundance. Some scientists point to a link between the capacity for abstract thought (necessary to make artistic or instructional representations) and language. It is possible that either such objects did not survive the millennia, or the link between art and words is unfounded in the species. Whether or not they could speak, and what their language sounded like, will likely remain in the realm of conjecture.

**Did Neanderthals and Cro-Magnons meet?**
Cro-Magnons – one of the terms for the early anatomically-modern humans – arrived in the Middle East from Africa roughly 90,000 years ago, but only really began spreading into Europe around 45,000 years ago. Small groups of Cro-Magnons scattered across a vast landscape wouldn’t have run into the even smaller groups of Neanderthals very often. Yet they probably did at various points. Did they fight? Did they coexist peacefully? Did they avoid each other? It is likely the two species reacted in different ways at different times and places, much like modern humans of different cultures have done in recorded history; but to date there is very little evidence of direct interactions.

**Why did they disappear?**

One of the big questions about the Neanderthal is why they died out. Their numbers began to decline as the climate worsened, but they had survived several major cold spells over the millennia. It is likely that Cro-Magnons played a part in their demise, although the details elude us. Cro-Magnon spread into Europe and Eurasia, at the same time rapidly developing culturally, creating art and more sophisticated tools and weapons. Thus, they may have simply out-competed their more robust neighbors through better utilization of resources, efficient division of labor, and cooperation among groups. There may have been conflict between the two peoples, with the Cro-Magnon bringing their superior weapons to bear to drive off or exterminate their rivals. Alternately, there may have been interbreeding between the two peoples, leading to the eventual absorption of Neanderthals by modern humans – although genetic research has not yet found evidence for this. What is clear is that in locale after locale, Neanderthal fossils were replaced by Cro-Magnon fossils, indicating the range of the former shrank before the advance of the latter.

The last Neanderthal fossils come from Spain and Croatia, dated around 28,000 years ago. A possible coda can be found in the form of a fire pit estimated to be at least 24,000 years old, the last sign of Neanderthal residency anywhere. Since then, for the first time in millions of years, *Homo sapiens* has been the only living representative of its genus.

**The Last Word**

When looking and the Neanderthal, it is important not to underrate them as so many have since their discovery. However they were physically or mentally different from modern humans, they were not failures. They survived through extreme climate changes, hunted large beasts armed only with hand tools and
their brains, and endured a harsh, unforgiving land for thousands of generations.

**Bibliography**


Lesson 1 Reading Links

a. New Women of the Ice Age:

b. Introduction to Prehistoric Art:
http://www.metmuseum.org/toah/hd/preh/hd_preh.htm
Lesson 1 Terms to Know

- agriculture
- Altamira Cave
- artifact
- Chauvet Cave
- civilization and its characteristics
- historic
- Homo sapiens
- hunting and gathering
- Lascaux cave
- Neanderthal
- Neolithic Era
- Out of Africa theory
- Paleolithic Era
- prehistoric
- Primary source
- Secondary source
- Shanidar Cave
- Venus of Willendorf

Lesson 1 Thought Questions

1. Discuss the findings in the following sites: Shanidar Cave, Chauvet Cave, Lascaux Cave, and Altamira Cave. What types of art were there? What do the “topics” and “focus” of the art tell us, without words, what was important to people who lived there? You should gather this information from the videos embedded in the Power Point.
2. Elaborate on the “Out of Africa” theory. Be sure to explain why humans left, where they went, and what they built or created as they emigrated. How did humans physically adapt to their new environments? You should gather this information from the videos embedded in the PowerPoint.
Lesson 1 Video Links

Crash Course World History: The Agricultural Revolution

Crash Course World History: The Indus Valley Civilization
LESSON 1: PREHISTORY

Dr. Dee McKinney, Professor of History
HIST 1111
Western/World Civilization to 1648
Your learning objectives

• What do I want you to know by the time you finish all the activities of this lesson?
  • Compare and contrast:
    • Prehistoric and historic
    • Paleolithic and neolithic
    • Neanderthals and Homo sapiens
    • Primary source and secondary source
  • Understand the artistic and cultural significance of these locations:
    • Shanidar Cave
    • Chauvet Cave
    • Lascaux Cave
    • Altamira Cave
    • Venus of Willendorf
  • Define the “out of Africa” theory and discuss early human migrations
  • Explain why agriculture was so important in human civilization, particular in contrast to hunting and gathering
  • List the characteristics of a “civilization”
What is prehistory?

• Time before things were written down
  • Time after writing is historic; time before writing is prehistoric
• Covers time from early humans to around 3000 BC
  • 6 billion years
• Okay, let’s get the BC/AD vs. BCE/CE talk over….
  • I don’t care what term you use
    • BC = Before Christ
    • AD = Anno Domini (in the year of our Lord)
    • BCE = Before common era
    • CE = Common era
• Critics of BC/AD have a valid point about it being tied to one group of people
• In this class, I switch around because I grew up and got used to one, but you are free to use what you wish
Prehistoric is not pejorative

- In other words, do not “assume” that it means primitive or backward or unintelligent
- As you will see, early humans were amazing innovators
- Now, let’s get the “belief” discussion wrapped up:
  - Students over the years have been troubled by the material in the "prehistory" section of this course in particular
  - They were under the mistaken impression they had to "believe" it
  - You are under no compunction whatsoever to "believe" the materials I present
  - However, you are expected to read the materials, consider them, and be able to respond in a thoughtful manner to discussions, written assignments, and on exams
  - Your "belief" is not something measured in the various course assessments; your knowledge and comprehension will be assessed, and thus you should prepare yourself accordingly
Sources for prehistory and history

- What you need to know about evidence, historic and prehistoric:
  - Artifacts: Objects made by human hands
  - Artifacts are a major resource for both prehistory and history
    - Open to interpretation
    - Example of an artifact: A bone knife, a drop spindle, jewelry
  - Written materials
    - Primary source: Written during the given period of history in question by someone living in that time period. Example: A diary, a letter
    - Secondary source: Written well after the given period of history in question by a person who didn’t live during the historical period, but it writing about it. Example: A 1995 journal article about the 100 Years War, a biography of Joan of Arc
The *Hominidae*

- *Hominidae* includes all species of *Australopithecus* and *Homo*
  - *Homo sapiens*, *homo erectus*, etc.
  - Hominids, which include apes and humans, share characteristics which define them as a group
    - Specialization of the lower limbs
    - Pelvis and leg adapted for support leading to bipedalism
    - Mammals (of course)
    - Often live in groups
    - Usually have dextrous fingers and/or toes
**Homo neanderthalensis and Homo sapien**

- I took these photos at the Field Museum in Chicago.
- Notice the “broader” features of the Neanderthal.
- **Read the essay** by my other half on Neanderthals (he’s a biologist with a “hobby” interest in the ways early humans lived.
  - It’s in the files in D2L.
- Cro-magnon were the first homo sapiens, which means “wise human” from Latin.
Early Human Culture

• After the rise of Homo sapiens, we have several interesting examples of cave art and sculpture. Please know the locations and key features of these important sites!
  • **Shanidar Cave** (Neanderthal and possibly Homo sapien): The Skeletons of Shanidar Cave (also in syllabus), Video on Shanidar Cave
  • **Chauvet Cave** (Home sapien): Excerpts from “Cave of Forgotten Dreams” (the entire video is well worth watching),
  • **Lascaux Cave**: The Caves of Lascaux (interactive site with narrative, still pictures, and video)
  • **Altamira Cave**: United Nations Heritage Page for Altamira (photos and short video)
  • **Venus of Willendorf**: Khan Academy Article, Khan Academy Video
Migration and “Out of Africa”

- Most paleontologists (scientists who study prehistory) think that early humans migrated out of mid-Africa.
- Over time, human bodies adapted to new climates:
  - Northern climates—denser body hair, lighter skin to absorb nourishing sunlight (Vitamin D).
  - Closer to equator—darker skin to protect from too much sun, hair that helps cool the body.
  - Human bodies are amazing in that we develop these mechanisms for protection according to our environments.
- According to the well-respected journal *Nature*, humans may have left Africa in several groups over time, or even came back and left again.
Migration and Human Gene Mapping

- Have you ever had genetic testing?
  - More information if you are male—mitochondrial DNA
- National Geographic has used DNA testing to “Map” human migrations. Visit this site, created with the help of DNA, to see more
- Humans departed Africa around 70,000 years ago
- This probably coincided with a mini-ice age, which occur periodically
- Humans went in search of warmer lands
  - Remember, at this point, they were “hunter-gatherers”
    - They hunted animals for food, but also gathered plants, berries, fruits, and nuts
Migration

- Evidence indicates the first groups probably moved east, across the Arabian Peninsula and eventually into Australia
- A second group later moved to the Middle East and from there, west into Europe and north into Russia and Siberia
  - Then, a branch of this group crossed Siberia into what is present-day Alaska and down into North America, then South America
- Some groups may have traveled by sea
- What is the MOST important takeaway from this?
  - We are all humans
  - We all come from ancestors who lived together
  - We may have different physical features (phenotype), but we are genetically the same animals (genotype)
The Paleolithic Era

• **When**: About 3 million years ago—lasted until about 10,000 BCE (still prehistoric)
• **What**: “Old Stone Age,” its main characteristic is the use of stone tools
• **Why** significant:
  • Humans lived together in cooperative small groups, perhaps with division of labor
  • They used tools such as wooden spears or axes with carved/shaped stone tips or cutting edges
  • They created cave art and some sculptures
  • These early humans also made other artifacts and probably had some domesticated animals
The Neolithic Era

• **When**: 10,000 B.C.E. and continued to 3,000 B.C.E. (at which time, we enter the “historic” period)
• **What**: “New” Stone Age
• **Why** significant:
  • Refined tools (much better than Paleolithic)
  • Development of agriculture and cultivated crops
  • Rise of early urban centers (see following slides)
  • Domestication of animals
  • Stable food supply meant more surplus time, which meant time for more art and creativity
  • Early trade
  • Early “rules of society,” which today we have codified as laws
    • Neolithic society did not have written laws—probably verbal rules
The development of agriculture

• Maybe by chance, early humans discovered how to grow specific plants and domesticate certain animals
  • Did seeds drop from a bag?
  • Did friendly wild dogs come closer and get fed, then offer protection?

• Regardless, this was a major event
  • We can define agriculture as a systematic cultivating and breeding of plants and animals for food and other uses (like fiber for clothing)
  • Happened in many places around the world, using different plants and animals
The importance of agriculture

- Major outcomes of agriculture:
  - “Centers” of where plants were grown and animals were domesticated were often along rivers
  - These centers became villages and then cities
  - Farmers learned things like how to “specialize” crops—which ones needed certain light and varying amounts of water
  - They may also have learned some things about breeding hardy animals
  - Humans learned to dry and store food in containers (and thus began the need for potters and basket makers to make storage)—food surplus
  - Not having to run after herds or gather food all day granted leisure time
    - This led to art and a greater sense of religion and spirituality (asking questions about basic things such as life and death)
  - Future lessons will look at the “centers” of civilization
The rise of “civilization”

• So, agriculture led directly to “civilizations”
  • Latin is responsible for these words—agricola means “farmer” and civilis means “citizen.” The Greek word κώμη (κώμη) is similar to Latin civis, which can mean “settlement” or “village” (also “bed,” but let’s not go there).

• Characteristics of civilization (applicable to most early urban centers):
  • Surplus food production
  • Cities or built settlements
  • Specialization of labor
  • Social stratification
  • Writing
  • Religious beliefs
  • Some sort of access to water supply
Closing thoughts

• Human society developed over millions of years, from small bands of hunter-gatherers to permanent city settlements
• Even early humans prized art and beauty
• Life was hard, physically speaking—until agriculture, always a need for food
• Just because early human tools were simple compared to today, do not mistake them for “crude” or “inefficient”
• We are all humans, despite our differences in appearance and customs, who came from these ancestors
• NEXT LESSON: Early centers of civilization
Discussion Questions, Lesson 1: Prehistory

(Uses online links for reading plus Power Points)

1. According to the "Discover" article (link in syllabus), what roles did some women play in prehistoric cultures? How do these roles compare with women of today? Are they similar or different?

2. Laura Tedesco, author of the Metropolitan Museum of Art's article on prehistoric art (see syllabus for link), states that the art "superbly characterizes some of the earliest examples of humans' creative and artistic capacity." Give three examples from her article and/or the online content that support this statement.
Learning Objectives, Lesson 1: Prehistory (Included in Power Point)

Upon successful completion of this lesson, students should be able to:

1. Compare and contrast:
   - Prehistoric and historic
   - Paleolithic and neolithic
   - Neanderthals and Homo sapiens
   - Primary source and secondary source

2. Understand the artistic and cultural significance of these locations:
   - Shanidar Cave
   - Chauvet Cave
   - Lascaux Cave
   - Altamira Cave
   - Venus of Willendorf

3. Define the “out of Africa” theory and discuss early human migrations.

4. Explain why agriculture was so important in human civilization, particularly in contrast to hunting and gathering.

5. List the characteristics of a “civilization.”
Learning Objectives, Lesson 2: Mesopotamia (Included in Power Point)

Upon successful completion of this lesson, students should be able to:

1. Understand the geographical features of Mesopotamia, including the Tigris and Euphrates Rivers.

2. Describe the artistic and cultural significance of these locations and artifacts:
   a. The Standard of Ur
   b. The Palace of Nimrud
   c. The Gate of Ishtar

3. Explain the importance of the Code of Hammurabi and give examples of some of its laws.

4. Discuss the religious practices of the Mesopotamians and how they differed in “outlook” with those of Egypt.

5. Outline the plot, characters, and themes of The Epic of Gilgamesh and why it is a “timeless” tale that holds significant lessons even in the 21st century.
Lesson 2 Reading Links

a. Epic of Gilgamesh, Overview: The Ancient History Encyclopedia:
http://www.ancient.eu/gilgamesh/

Text online from the University of Wisconsin:
http://www.uwosh.edu/home_pages/faculty_staff/minniear/2010/Pages/Epic%20of%20Gilgamesh.pdf

b. Code of Hammurabi (Avalon Project at Yale Law School):
http://avalon.law.yale.edu/ancient/hamframe.asp
Lesson 2 Terms to Know

Anu

Babylon

Code of Hammurabi

Cuneiform—discuss logophonetics and creation of cuneiform

Enkidu

Epic of Gilgamesh

Gilgamesh

Ishtar

*lex talionis*

Mesopotamia—meaning of the word, its geography, and its location

Polytheism (this is the noun; polytheistic is the adjective)

Sargon of Akkad

Sumerians

Tigris and Euphrates Rivers and their geography

ziggurats

Thought Questions

1. Relate in detail the plot and symbolism of the *Epic of Gilgamesh* based on the sources we have read, and analyze what this epic tells us about the general outlook on life and death and Mesopotamia.

2. Discuss the Code of Hammurabi, including the principles upon which it was based. Give specific examples of laws in the Code, explain how they were applied to society, and analyze whether the Code fulfills the purpose stated in its prologue: to ensure right and justice in the land.
Lesson 2 Video Links

Crash Course World History: Mesopotamia
LESSON 2: MESOPOTAMIA

Dr. Dee McKinney, Professor of History
HIST 1111
Western/World Civilization to 1648
Your Learning Objectives

• What do I want you to know by the time you finish all the activities of this lesson?
  • Understand the geographical features of Mesopotamia, including the Tigris and Euphrates Rivers.
  • Describe the artistic and cultural significance of these locations and artifacts:
    • The Standard of Ur
    • The Palace of Nimrud
    • The Gate of Ishtar
  • Explain the importance of the Code of Hammurabi and give examples of some of its laws.
  • Discuss the religious practices of the Mesopotamians and how they differed in “outlook” with those of Egypt.
  • Outline the plot, characters, and themes of The Epic of Gilgamesh and why it is a “timeless” tale that holds significant lessons even in the 21st century.
The Cradle of Civilization

- Mesopotamia is a Greek word, “land between the rivers”
- These two rivers are the Tigris and Euphrates
- The land is present-day Iraq
- Why is Mesopotamia so significant?
  - Among the earliest places with writing, including written law
  - Rich early literature
    - You will read an excerpt from “The Epic of Gilgamesh”
  - Walled city states
- When you watch the “Indus Valley” video, compare and contrast it with Mesopotamia
Mesopotamian Geography

- Dry region—the two rivers provided essential water for agriculture
- However, the Tigris and Euphrates were unstable and unpredictable
  - Compare this to the Nile in Egypt in the video and Power Point
- Also, the land had no “barriers” and served as a constant point for invasion
- As a result, political strife and invasions were frequent
- Mesopotamia did not develop a long, stable, unified empire, but rather a series of city states with similar cultures
Mesopotamian Timeline

- Over a period of 4500 years (5000 BC – 540 BC), various city states and small empires rose and fell—Sumerians, Babylonians, Assyrians
- 5000 BC: Earliest peoples, the Sumerians, established walled cities made of dry-mud bricks
  - Southern part of Mesopotamia
  - Main cities of Eridu and Uruk
- 2300 BC: Sargon of Akkad creates large empire and spreads north and west
  - See cuneiform on later slide
- 1790-1750 BC: Code of Hammurabi—written legal code in city of Babylon
- 1500 BC: Assyrians conquer Mesopotamia
- By 1100 BC: Mesopotamia is fragmented
Images of Mesopotamia

- Interactive Timeline: https://www.timemaps.com/history/middle-east-3500bc/
- British Museum Near East Collections:
  - The Standard of Ur: http://www.britishmuseum.org/visiting/galleries/middle_east/room_5_6_mesopotamia.aspx
What’s so important about cuneiform?

- This is the wedge-shaped writing of the Mesopotamian peoples
  - It’s complex in that some symbols were like letters of the alphabet, while others conveyed entire ideas in one symbol (logophonetic—"word sounds")
  - Images were made by pressing stylus tool into wet clay, which dried, and the writing endured
  - Most important contribution of Mesopotamian society (along with written laws)
The Code of Hammurabi

- You will read about the Code via a link in the syllabus
- Around 1750 BC, and not the first law code
- However, it was a unified collection
- Civil law—a particular punishment for a particular crime
- Operated on the principle of *lex talionis*, the law of retaliation
- Was not equal in terms of women, slaves, and lower class, but did provide some protections
  - Slaves could gain freedom and offer testimony in court
  - Wives retained dowry money
  - Trials by judges who were supposed to be fair and impartial
Mesopotamian Religion

- Polytheistic—had a large pantheon of gods
- Each city had a preferred deity, worshipped in “step temples” called ziggurats, often at the center of a city
- Anu—god of the sky; Ea—god of fresh water and wisdom; Ishtar—goddess of love and war
- Various celebrations held each year
  - Notice connection to forces of nature—pretty common, and it meant people tried to appease the deities to have good weather and so on
- The Epic of Gilgamesh, which you’ll read from link in syllabus, discusses many of these deities
What’s the takeaway from Gilgamesh?

- Well, he was arrogant, and Anu sent Enkidu to teach him humility
- Don’t refuse Ishtar’s favors because…reasons
- Gilgamesh wants to live forever, but when Enkidu dies, he feels terrible loss and pain
  - Maybe we weren’t meant to live forever
  - Unlikely friendships may have great meaning
- Flood stories occurred in many cultures
- Live your life to the fullest
Final thoughts on Mesopotamia

• It was a less “hopeful” culture than Egypt due to the harsh living conditions
  • The Tigris and Euphrates Rivers were not predictable like the Nile
• While the culture lasted a long time (4500 years), it went through many changes
• Lasting contributions in art, architecture, writing, and law
• Interaction with other cultures—the Egyptians and the Hebrews
• The political challenges in this geographic area stretch far back and are not new
Items of great beauty

- The Standard of Ur—my bestie and I took this photo at the British Museum
  - Gold and lapis lazuli, an amazing blue stone
  - Shows daily life in Babylon
Discussion Questions, Lesson 2: Mesopotamia

(Uses online links for reading plus PowerPoints)

1. Who is Enkidu, and why is he important to Gilgamesh and the story in "The Epic of Gilgamesh"? (See syllabus for 2 links on Gilgamesh).

2. Who is Utnapishtim? Describe the discussions that take place between him and Gilgamesh. What lessons does Gilgamesh take away from these discussions? (See syllabus for 2 links on Gilgamesh).

3. How does the Code of Hammurabi treat people differently according to gender and/or social class? Give at least three specific examples (list the law and the #) where the Code changes punishments depending on whether the person is male, female, poor, wealthy, and/or a slave. (See link from Avalon Project in syllabus).

4. Why is a written law code more useful than one that is kept only through oral tradition? When is the reverse perhaps true—that an oral code is more useful? This question asks that you express your opinion, but that you also provide examples and evidence to support it.
Learning Objectives, Lesson 3: Egypt (Included in Power Point)

Upon successful completion of this lesson, students should be able to:

1. Explain the impact of the geography of ancient Egypt, including the flow of the Nile River and the divisions of Upper and Lower Egypt.
2. Know the significance and major features (architecture, important persons, politics, and agriculture) of the following periods of Egyptian history:
   a. Prehistory/Archaic Period
   b. Old Kingdom
   c. First Intermediate Period
   d. Middle Kingdom
   e. Second Intermediate Period
   f. New Kingdom
3. Discuss Egyptian spiritual beliefs, paying particular attention to the role of the afterlife, the Egyptian pantheon of deities, and burial rites.
4. Describe the importance of writing in Egypt, offering details on hieroglyphics and their translation.
Lesson 3 Reading Links

a. Advice to the Young Egyptian:
http://college.cengage.com/history/primary_sources/west/advice_to_ambitious_young_egyptians.htm

b. British Museum Video and Comments on the Egyptian Book of the Dead:

c. The Amarna Period:
http://www.bbc.co.uk/history/ancient/egyptians/akhenaten_01.shtml
Lesson 3: Terms to Know

Ahmose I
Amenhotep I
Amenhotep IV (aka Akhnaten)
ba
Battle of Kadesh
Book of the Dead
Cartouche
Determinatives
First Intermediate Period (characteristics)
Great Pyramid of Cheops (aka Khufu)
Hatshepsut
Hieroglyphics
Hyksos
Ideograms
ka
ma’at
Mentuhotep II
Middle Kingdom (characteristics)
monotheism
Narmer (aka Menes)
Old Kingdom (characteristics)
Pantheon
Phonograms
Predynastic Period (characteristics)
Ramesses the Great

Rosetta Stone from Egypt—discuss history and translation

Second Intermediate Period (characteristics)

Thebes (in Egypt)

Thutmose I

Thutmose III

Tutankamen

Upper Egypt and Lower Egypt—explain the geography in relation to the Nile

**Thought Questions**

1. Discuss in detail the causes and results of the Amarna Revolution, giving a general timeline of its events. What happened to those involved, such as Amenhotep IV and Nefertiti? Be sure to comment on the religious significance of this event.

2. Compared to Mesopotamia, the Egyptians had a relatively positive outlook on death and the afterlife. Using the link in the Power Point as well as other readings from the syllabus, comment on the burial practices in ancient Egypt. Why did they matter? What facets of the Egyptians’ spiritual beliefs urged them to practice moral behaviors during their lives?
Lesson 3 Video Link

Crash Course World History: Egypt
Discussion Questions, Lesson 3: Egypt

(Uses online links for reading plus Power Points)

1. Why does the primary source "Advice to the Young Egyptian" encourage the reader to be a scribe? What were the alternatives? Why was life as a scribe better? (see reading link in syllabus).

2. Read the commentary from the British Museum and view the short video on art in the Book of the Dead (link in the syllabus). Based on the Book of the Dead images, what behaviors did Egyptians find desirable in life? What things did they fear or look forward to in the afterlife?

3. See the link in the syllabus about the Amarna period in Egyptian history. Describe the so-called "Amarna Revolution" when the Pharaoh Akhenaten changed religion and cultural values in Egypt. Did his changes last? Why or why not?
LESSON 3: EGYPT
Dr. Dee McKinney, Professor of History
HIST 1111
Western/World Civilization to 1648
Learning Objectives

• Upon successful completion of this lesson, students should be able to:
  • Explain the impact of the geography of ancient Egypt, including the flow of the Nile River and the divisions of Upper and Lower Egypt.
  • Know the significance and major features (architecture, politics, and agriculture) of the following periods of Egyptian history:
    • Prehistory/Archaic Period
    • Old Kingdom
    • First Intermediate Period
    • Middle Kingdom
    • Second Intermediate Period
    • New Kingdom
  • Discuss Egyptian spiritual beliefs, paying particular attention to the role of the afterlife, the Egyptian pantheon of deities, and burial rites.
  • Describe the importance of writing in Egypt, offering details on hieroglyphics and their translation.
The Basics of Ancient Egypt

• Geographically at the northeast “corner” of Africa, but has long been considered both part of and apart from the rest of the continent.

• The Nile River flows from the south (Upper Egypt) to the north into the Mediterranean Sea, forming the Nile Delta (Lower Egypt).
  • This is confusing, so study this map link: http://www.ancient-egypt-online.com/ancient-egypt-maps.html

• The Hebrew slaves did not build the pyramids! (See Lesson 4).

• Egyptian history is roughly divided into the Old, Middle, and New Kingdoms (more on this in a moment).
The Language of Ancient Egypt

- Used a form of writing called hieroglyphs or hieroglyphics.
  - Literal Greek translation is “sacred words.”
  - Three types:
    - Phonograms: Signs representing a specific sound. This is much like our alphabet.
    - Ideograms: Represent entire ideas. A set of wavy lines could represent water, for example.
    - Determinatives: Hieroglyphs all run together; determinatives are not spoken, but they help give context and meaning to the strings of symbols.
  - No vowels!
  - Writing can go in any direction—determined by which way they “face.”
  - 3200 BCE: 600 hieroglyphs; by 300 BCE, 6000 of them.
    - Being a scribe was a good business if you could remember all this.
Translating Hieroglyphics

• The Rosetta Stone (NOT the modern language software)
  • Created around 200 BCE.
  • Had three types of writing: hieroglyphs, a “shorthand” version called demotic, and ancient Greek.
  • This thing sat around until 1799, when Napoleon found it while invading Egypt.
    • The Greek was translated in 1802.
    • Thomas Young translated most of the demotic by 1814.
      • He found this weird circle around some sections, called a cartouche (we now know it’s one of the determinatives mentioned in the previous slide.
      • Jean-Francois Champollion used the cartouches and Young’s work in demotic to figure out the names “PTLM” and “CLPTR” and then “RMS” and “THTMS.”
        • So, he had C, H, L, M, P, R, S, T…and he could fill in the vowels to make Ptolomy, Cleopatra, Ramesses, and Thutmose.
        • Like a puzzle, he and others translated the rest of the Rosetta Stone, which was like a “key.”
Periods of Ancient Egyptian History

• I don’t expect you to know exact dates, but there are some key individuals, and you do need to know which Kingdom they are from.
  • Predynastic/Early Dynastic: 3500-2686 BCE
    • **KNOW**: Narmer (aka Menes), who first united Upper and Lower Egypt
    • Attributes: First use of Nile for agriculture, small pyramids of dried mud bricks that haven’t survived
    • Visuals: See the Narmer Palette here--https://www.khanacademy.org/humanities/ancient-art-civilizations/egypt-art/predynastic-old-kingdom/a/palette-of-king-narmer
    • Why is this period important?
      • Fairly advanced tool use, especially in farming
      • Exploration of Nile (over 600 miles)
      • Unification of Egyptian culture
      • Demonstration of sophisticated spirituality
Periods of Ancient Egyptian History

• Old Kingdom: 2686-2160 B.C.E.
  • Why important:
    • **KNOW THIS**: Continued building of pyramids, including Great Pyramid at Giza, which was built for Pharaoh Cheops (aka Khufu), and the Sphinx.
    • Government was sophisticated, with several layers of administration under the pharaoh.
    • Trade with Nubia to the south (modern Sudan and Ethiopia) and the Levant to the northeast (present day Israel and Jordan).
    • Economic prosperity and general stability.
    • Decline under the last pharaoh of the period, Pepys II.
Periods of Ancient Egyptian History

• First Intermediate Period (after end of Old Kingdom and beginning of Middle Kingdom).
  • 2160-2055 B.C.E.
• Egypt experienced famine, civil war, and (some sources say) atrocities like cannibalism.
• No foreign trade.
• Culture languished.
Periods of Ancient Egyptian History

• Middle Kingdom (2055-1650 B.C.E.)
  • **KNOW THIS**: Mentuhotep II of Thebes re-unified Egypt, and while other pharaohs had depicted themselves as “divine,” he declared himself an incarnate deity.
    • Pharaoh as a living god.
  • He re-established a central government with regional administration.
  • New building projects, though most have not survived.
  • New developments in agriculture restored steady crops and stability.

• During the Middle Kingdom, Nubia was conquered, trade with the Levant resumed, and Egypt even spread into parts of western Asia.
Periods of Ancient Egyptian History

• Second Intermediate Period, 1650-1550 B.C.E.
  • Once again, the government collapsed.
  • This time, it was due to an invasion by people from Asia called the Hyksos *(know this!)*
    • For many years, archaeologists thought they were from north Africa, but this likely isn’t true.
    • Brought interesting things to Egypt, including the use of horses and chariots, short bows, war axes, and new types of crops and art.
  • A general, Ahmose, drove out the Hyksos and is considered the founder of the New Kingdom, which will probably be the most familiar period of Egyptian history to you because of King Tut and others.
Periods of Ancient Egyptian History

- **The New Kingdom (this is the stuff!): 1550-1069 B.C.E.**
- **When most people “picture” ancient Egypt, this is what they know, so you also need to **KNOW** these people.**
  - Ahmose I: Removed Hyksos, re-established Egyptian rule, founder of 18th dynasty.
  - Amunhotep I: His name means “Amun is pleased.” Builder of the Great Temple of Karnak.
    - He continued tradition of pharaohs as living deities.
  - Thutmose I: (sometimes spelled Thothmes)
    - Expanded Egypt’s borders, powerful warrior, built first tomb in Valley of the Kings—wasn’t royal blood, but chosen as successor to Amunhotep.
  - Thutmose II: (son of Thutmose I) Short reign, but his wife/sister (who knows) was…(see next slide).
Periods of Ancient Egyptian History

- Hatshepsut: Female pharaoh, put aside her stepson (Thutmose III) by naming herself “co-regent” since he was still young.
  - She dressed as male.
  - Built the beautiful temple at Deir-el-Bahri.
  - Styled herself as a female deity blessed by Amun.
  - She had a “love-hate” relationship with Thutmose III, who eventually succeeded her.
- Thutmose III: an incredible warrior, he possibly destroyed records of Hatshepsut about 20 years after her death.
  - Made Egypt into a true empire.
  - Conquered all major areas around Egypt.
  - Went on a massive building campaign.
  - Sort of a golden age in Egypt.
Periods of Ancient Egyptian History

- Amenhotep IV (great-great grandson of Thutmose II), also known as Akhnaten.
  - Was sickly and had scoliosis.
  - Married the most beautiful woman in Egypt, Nefertiti.
  - Did the unthinkable and changed Egypt’s religion from polytheistic to monotheistic, moving the capital from Thebes to Tel-el-Amarn.a
  - Needless to say, quite unpopular with the powerful priestly cast.
  - People liked their pantheon of deities—worshiping one god, Aten (the sun), was alien to them.
  - Akhnaten died in obscurity (maybe murdered), and his young son/brother took the throne, reversing all the religious changes.
Periods of Ancient Egyptian History

- Tutankamen: (son or brother or nephew, go figure) of Akhnaten
  - Really, a “nothing” reign except his was the first tomb actually uncovered that was intact and not destroyed.
    - This was in 1922, and the tomb archaeologist raider was Howard Carter
    - Like his father/brother, he probably had physical issues such as scoliosis.
    - Died around age 18, probably from infection, malaria, or both.
    - We wouldn’t know as much about the New Kingdom without the amazing finds of King Tut’s tomb:
      - Field Museum (Chicago) display, which I saw in 2006: http://archive.fieldmuseum.org/tut/explore.asp
Periods of Ancient Egyptian History

• Other major figures of New Kingdom:
  • Ramesses the Great:
    • Fought Hittites at Battle of Kadesh, written peace treaty that was first of its kind.
    • 200 wives and concubines, 156 kids (he was busy.)
    • Ruled over 60 years, extensive record keeping, many building projects in addition to his military campaigns.
    • Outlived most of his family; thought to be very tall for the time period, over 6 feet.
      NOT the pharaoh of the Exodus.
  • Ramesses III: Last of the New Kingdom, possibly murdered.
    • His reign was a time of invasion, political intrigue, and decline.
    • Records indicate he was a great builder, but his accomplishments overshadowed by the dissolution of the Egyptian empire.
Periods of Ancient Egyptian History

• Following the New Kingdom, we have:
  • Third Intermediate Period, 1069-664 B.C.E.
  • Late Period (ruled by Persia), 664-332 B.C.E.
  • Ptolemaic Period (Greeks and Romans), 332-30 B.C.E., beginning with Alexander the Great.

• The takeaway is that you have a nation-state, then an empire, that lasted over 3500 years.

• Important developments in many areas of science, medicine, agriculture, writing, the arts, and architecture.
Egyptian Spiritual Beliefs

- A pantheon (large group) of deities.
- Polytheistic (more than one god) except for Amarna Period (monotheistic).
- In some places, still a practiced belief system.
- Was a “circular” religion—cycles of nature and change
  - Sun rises and sets, seasons turn, Nile floods, etc.
- Centered around the concept of *ma’at*, which is a combination of order, justice, harmony, balance, etc.
  - At one’s funeral in the afterlife, the heart would be placed on a scale against the feather of *ma’at* in Duat, the underworld.
  - If the heart was heavier, oops; Sebek would devour the soul
  - If the feather was heavier, the person would go to afterlife, yay!
Egyptian Spiritual Beliefs

- The strong beliefs led the Egyptians to become experts in mummification, including preservation of organs.
  - Side jobs: painter, artist, scribe (to record everything), potter, etc.
  - It was a thriving business.
- Records of these practices go back to the Old Kingdom.
- Major deities:
  - Geb—The earth
  - Nut—The sky
  - Atun/Amun/Ra-Atum/Ra—The sun
  - Osiris—Reborn god of the afterlife
  - Isis—His spouse, goddess of fertility
  - Horus—Son of Isis and Osiris, considered the “leading god of Egypt”
  - Set—evil opponent of Osiris and Horus
  - Anubis—god of the underworld
  - Thoth—god of knowledge
Egyptian Spiritual Beliefs

- One of the most influential texts was the *Book of the Dead*. (https://www.ancient.eu/Egyptian_Book_of_the_Dead/)
  - Instructions on burial practices.
- Discusses parts of the soul (five total):
  - Ba: Personality
  - Ka: Essential spark or essence which must be fed
- While the burial rituals for the rich and powerful included gold and precious stones, even a commoner hoped for a proper burial.
  - Usually included things like furniture or things the deceased had loved in life.
Closing thoughts

- Egypt was one of the best organized early empires.
- Enhanced focus on religion and writing that allowed the culture to make lasting impact.
- Had remarkably advanced techniques of medicine and science.
- Accomplished amazing feats, like the pyramids.
- Still holds fascination in the present (books by Rick Riordan; movies and TV shows like *Stargate*).
Great Virtual Tours for Egypt

Learning Objectives, Lesson 4: The Hebrews (Included in Power Point)

Upon successful completion of this lesson, students should be able to:

1. Discuss the role of the Hebrews in the three key monotheistic, Abrahamic religions.

2. Describe the two main sacred texts, the Torah and the Talmud, giving examples of why both were important to Hebrew society.

3. Outline Hebrew history from Abraham through the end of the Babylonian Captivity.

4. Explain the concept of the Abrahamic and Mosaic covenants in both religious and secular terms, including their impact on later laws.

5. Summarize the Hebrew contributions to culture in the early Middle East.
Lesson 4 Reading Links

a. The Jewish Virtual Library:
https://www.jewishvirtuallibrary.org/jsource/judaica/ejud_0002_0001_0_00512.html

b. History World’s History of Judaism:
http://history-world.org/history_of_judaism.htm

c. Hebrew Women in Jewish History:
Lesson 4 Terms to Know

Abraham (Abram)
Babylonian Captivity
covenant (both from Abraham and from Moses)
Cyrus the Great
diaspora
Isaac
Ishmael and Hagar
Israel and Judah
Jacob and Esau
Jerusalem
King David
King Saul
King Solomon
monotheism
Moses
Rabbi
Talmud
Torah (Pentateuch)
Twelve Tribes of Israel
Wailing Wall

Lesson 4 Thought Questions

1. What is the relationship between Judaism, Christianity, and Islam? Why are these religions monotheistic, and how does Abraham relate to each one?
2. Why is the concept of a covenant so significant in Hebrew history? Describe the two major Hebrew covenants and explain their lasting impact on both sacred and secular traditions of justice.
Lesson 4 Video Link

History Summarized: The Persistence of Judaism
Discussion Questions, Lesson 4: The Hebrews

(Uses online links for reading plus Power Points)

1. The article on women and the law in Hebrew history from the syllabus outlines the legal status of marriage. What rights did married women have in legal terms? What rights did they lack? Summarize your answer in a paragraph. Note that while there were some rules that were unfair to women, there were also compensations to them in certain situations. Please be sure to examine all sides of the issue.
LESSON 4:  
THE HEBREWS  

Dr. Dee McKinney, Professor of History  
HIST 1111  
Western/World Civilization to 1648
Learning Objectives

Upon successful completion of this lesson, students should be able to:

1. Discuss the role of the Hebrews in the three key monotheistic, Abrahamic religions.
2. Describe the two main sacred texts, the Torah and the Talmud, giving examples of why both were important to Hebrew society.
3. Outline Hebrew history from Abraham through the end of the Babylonian Captivity.
4. Explain the concept of the Abrahamic and Mosaic covenants in both religious and secular terms, including their impact on later laws.
5. Summarize the Hebrew contributions to culture in the early Middle East.
The Hebrews—An Introduction

• Hebrew history intersects closely with that of ancient Egypt and Mesopotamia.

• One of the three key monotheistic religions, along with Christianity and Islam, all of which originated in Middle East.
  • Early Christians were Jews by birth.
  • Founder of Islam was a descendant of Abraham through his son Ishmael.
  • All three religions are considered “Abrahamic” in origin.
    • Judaism began around 1850 B.C.E. in the city of Ur.

• The Hebrews spoke a similar language and had common customs, such as circumcision rites (the bris).
Sacred texts of Judaism

• The Torah
  • Also called Pentateuch (“five books”).
  • Contains the first five books of what is now the Old Testament.
  • Genesis, Exodus, Leviticus, Numbers, and Deuteronomy.
  • Concerned with history and laws, while later books dealt with poetry and other cultural contributions.
  • Written around 1300 B.C.E. based on oral tradition.

• The Talmud
  • Written around 400-500 C.E., so it’s a much newer document.
  • Based on many years of oral tradition.
  • “Instructions” taken from the Torah and taught by “rabbis” (teachers).
General timeline of early Hebrew history

- 1850 B.C.E: Abram (later Abraham) lives in city of Ur in southern Mesopotamia (note the overlap here with Lesson 2).
  - Abraham leaves and goes to present-day Israel.
  - Doesn’t have a son by his wife Sarah, but God (Yahweh) makes a “covenant” with him that his descendants will multiply and spread throughout the world.
    - This was also when Abraham sent Ishmael and his mother Hagar away.
  - Abraham and Sarah’s son Isaac has two sons (Jacob and Esau), and from Jacob, the 12 Tribes of Israel are formed.
  - As promised, the Hebrews live all across the Middle East and Egypt (around 1250 B.C.E).
Timeline of early Hebrew history, continued

- In Egypt, the Hebrews were little better than slaves.
- Moses, raised by the Pharaoh’s daughter, eventually led the Hebrews out of Egypt towards Canaan, a promised land.
  - He made some bad choices and didn’t get to live there.
- Moses is perhaps the most important figure in Judaism after Abraham:
  - Brought Ten Commandments down from Mt. Sinai.
    - Stored in the Ark of the Covenant.
    - Applied to all people equally.
  - First prophet (one who communicates directly from God to people).
  - Renewed the Abrahamic covenant.
The significance of the covenant

• The idea of a covenant became central in many later religions—so what did the Abrahamic and Mosaic Covenants represent?
  • A preamble describing the people making the agreement.
  • A listing of the good things the leader will do for the people.
  • A list of the laws the people must obey.
  • A directive that the document be saved and read publicly.
  • A list of punishments on those who disobey the covenant.

• In this, we see foundations for later items such as the Magna Carta, the Puritan laws of the early American colonies, and even the U.S. Constitution.
Establishment of the kingdoms

- For many years after settling in the promised land, Hebrew judges led the people.
- King Saul united everyone into a kingdom around 1020 B.C.E.
- King David succeeded him around 1000 B.C.E. and built the great city of Jerusalem and the Temple.
  - Housed the Ark of the Covenant.
- King Solomon followed David, his father, in 970 B.C.E.
  - While he was a wise man and a great builder, he levied heavy taxes.
- After Solomon, the kingdom split into two halves, Israel and Judah.
The Babylonian Captivity

- The Assyrians/Babylonians captured the two kingdoms around 598 B.C.E.
- Took the Hebrews to Babylonia and held them prisoner there for almost 50 years.
- But, in a way, this time of strife strengthened the Hebrews’ resolve to keep their cultural values: holy days, circumcision, memorizing the Torah, etc.
- Were freed by the Persian king, Cyrus the Great, and allowed to return to Israel and Judah.
- Alas, Jerusalem was destroyed; only the Wailing Wall remained and is still a sacred place for prayer.
- This marks the first “diaspora” where the Jews leaving Babylonia spread far and wide.
In Closing: Hebrew Contributions to Culture

- Concept of monotheism (that lasted).
  - Zoroastrianism developed in Persia, but it has few practitioners.
- The idea of a covenant that was both sacred and secular.
- Justice applied to all in an equal manner through universal laws.
- Continuity of both religious and ethnic values through thousands of years and intense challenges.
- We’ll revisit the Hebrews in the lesson on Rome, as well as in HIST 1112.
Lesson 5 Discussion

1. Read a translated portion of the Rig Veda writings from the link in the syllabus. In the Rig Veda, what happens when Purusha is sacrificed? Give specifics on his "parts." How is this sacrifice significant in the overall meaning of the story? What does this sacrifice create?

2. How does Hinduism view the following concepts: Karma, Dharma, and Reincarnation. Use the links in the syllabus to help you understand the meanings of these words in the Hindu context.

3. Why is Arjuna so upset about going into battle in the Bhagavad Gita? (Why is he complaining?) How does his charioteer answer him, and what is the charioteer's real identity? Refer to the link in the syllabus.
Learning Objectives, Lesson 5: India (Included in Power Point)

Upon successful completion of this lesson, students should be able to:

- Discuss the Vedic writings of early Indian civilization:
  - The Upanishads
  - The Bhagavad Gita
  - The Rig Veda
  - The Mahābhārata

- Describe the creation story of Purusha.

- Know the tenets of and key terms from Hinduism, including:
  - Ahimsa
  - Karma
  - Dharma
  - Moksha

- Compare and contrast Hinduism with other spiritual beliefs from Mesopotamia, Egypt, and China (Buddhism in particular).

- Analyze the teachings found in the Rock Pillars of Ashoka and the moral dilemma of Arjuna.

- Explain the development of the caste system in India.

- Note the key characteristics of the Mauryan Empire.
Lesson 5 Reading Links

a. Translation from Hindu Myths: A Sourcebook translated from the Sanskrit, with an introduction by Wendy Doniger O'Flaherty on Purusha's Sacrifice:
http://girardianlectionary.net/res/hindu_creation.htm

b. Karma in Hinduism:
http://www.religionfacts.com/karma/Hinduism

c. Dharma and Other Terms in Hinduism by the BBC:
http://www.bbc.co.uk/religion/religions/hinduism/concepts/concepts_1.shtml

d. Reincarnation in Hinduism:
http://www.comparativereligion.com/reincarnation.html#worldreligions

e. The Story of Arjuna and His Charioteer:
http://nithyanandatimes.org/arjuna-ignorance
Lesson 5 Terms to Know

Ahimsa
Arjuna
Ātman
Bhagavad Gita
Brahman
Brahmins
Caste system in India
Dharma
Indo-European languages
Karma
Kshatriyas
Mahabharata
Mauryan Empire
moksha
Rig Veda
Rock Pillars of King Ashoka
Sanskrit
Sudras
Untouchables
Upanishads
Vaisyas
Lesson 5 Thought Questions

1. Describe the creation story of Purusha from the Rig Veda. Be explicit about how his body became different parts of the world and comment on the concept of duality or multiplicity in this story.

2. Compare and contrast Hinduism with other spiritual beliefs from Mesopotamia, Egypt, and China (Buddhism in particular). What are some common elements among these belief systems? What are some key differences?
Lesson 5 Video Links

Crash Course World History: Buddha and Ashoka
Learning Objectives

• Upon successful completion of this lesson, students should be able to:
  • Discuss the Vedic writings of early Indian civilization:
    • The Upanishads
    • The Bhagavad Gita
    • The Rig Veda (sometimes spelled Rigveda) and other Vedic writings
  • Describe the creation story of Purusha.
  • Know the tenets of and key terms from Hinduism, including:
    • Ahimsa
    • Karma
    • Dharma
  • Compare and contrast Hinduism with other spiritual beliefs from Mesopotamia, Egypt, and China (Buddhism in particular).
  • Analyze the teachings found in the Rock Pillars of Ashoka and the moral dilemma of Arjuna.
  • Explain the development of the caste system in India.
  • Note the key characteristics of the Mauryan Empire.
The Rich Literature of Early India

- Among the oldest writings are the Vedas, a collection of texts, written in Sanskrit.
  - Composed 1700-1100 B.C.E.
  - Word means “knowledge” or “wisdom.”
  - Contains many parts, of which we will discuss two:
    1. Rig Veda: Over 1000 hymns (songs and scriptures) devoted to the various deities of the period.
    - The longer the hymn, the more important the deity.
    - Also discusses issues of humanity’s place in the universe (i.e. Why are we here? What purpose do we serve?)
    2. Upanishads: Among the later Vedic texts, 200 chapters that focus mostly on key beliefs of Hinduism, including:
      - Brahman: Ultimate reality.
      - Ātman: Individual self or soul.
The Rich Literature of Early India

• The Mahābhārata: An epic poem of over 200,000 lines that contains the Bhagavad Gita.
  • The stories in this poem tell of life at the royal court, many famous battles, instructions on proper behavior, and so on.
  • One of the most famous sections is the Bhagavad Gita (also just called the Gita).
    • The story: During the Mahābhārata War, Prince Arjuna is leading one side of the forces.
      • The other side are made up of his relatives. Arjuna is grieving at having to fight and kill his kin.
      • His charioteer and advisor, Shri, gives him philosophical advice (and he’s actually a deity in disguise, Vishnu, god of goodness and protection).
      • Advice: It’s your “duty” and “what is right” (dharma) to lead this fight.
      • You’re a hero—and heroes have to do difficult things.
      • Get out there, fight, and do your best.
Hinduism

• The Vedic texts and other writings helped form a basis for the Hindu religion.

• Important to note that Sanskrit is one of the core Indo-European (IE) languages (English is also an IE language, off the Germanic branch of the tree with lots of other things tossed in).
  • Linguists suggest that there was probably “one” IE language that was spread and changed to form most known languages in western Asia and Europe.

• The Vedas are a key guidebook for Hinduism with a few major concepts (see next slide).
Hinduism

- Important to note that Hinduism is quite diverse and has many variations.
- However, shared beliefs include:
  - Supreme beings that may take many forms; these include Krishna, Vishnu, Shiva, and Brahma (who is formless and all-encompassing; most important)
  - Time is not linear, nor are the Vedas (cyclical thinking)
  - Truth is eternal, and all things share in it.
  - Like Arjuna, everyone should strive for dharma.
  - Kharma refers to actions and inactions taken, and there is a balance. It is cause and effect, and it does not cease until….
  - Moksha: the release of the soul (atman) from the cycle of existence and its joining with Brahman (a sort of cosmic state of oneness with all things).
The Caste System

• Not unique to India and technically no longer practiced by law...but happens in reality.
  • Brahmins, who were priests and scholars.
  • Kshatriyas, who were warriors and administrators.
  • Vaisyas, who were merchants (Gandhi).
  • Sudras, who were slaves and laborers.
  • Untouchables, the outcasts.
• Ideas came from the Vedic texts, particularly the story of Purusha (everything had a place and purpose).
• Part of dharma and karma.
The Mauryan Empire

- Arose around 200 B.C.E., after Alexander the Great.
- Founded by Chandragupta Maurya.
- First major king was Ashoka (grandson), who had been a violent warrior.
- He converted to Buddhism (see Lesson 6).
- Ashoka then became devoted to non-violence and compassion.
  - Wrote a series of “lectures” and wanted to display them for all his people.
  - Placed them on rock columns throughout India: The Rock Pillar Edicts of King Ashoka around 240 B.C.E.
- He is now known as one of the greatest rulers in history, one of a few who ruled with kindness and benevolence in all things.
Conclusions

• India is the home of two of the major world religions, Buddhism (see next lesson) and Hinduism.
• This ancient culture is still thriving and well.
• We have received many things from Indian culture, including the basis of Indo-European languages, literature, and concepts of spirituality that affect numerous people.
• Learn more about India (Mauryan Empire) in this virtual tour: https://depts.washington.edu/silkroad/exhibit/mauryans/mauryans.html
Lesson 6 Discussion

1. Choose one of the quotes of Confucius from the source listed in the syllabus. Explain what the quote means (and of course, meaning can be individual and unique, depending on the reader). Thinking about the Chinese system of government discussed in the online content, how could this quote's instruction be applied, if you were an official working in the Chinese government during the Tang dynasty (618-907), considered to be one of the most prosperous and artistic periods of Chinese history?

2. Now, choose one of the quotes of Lao Tzu (in the Tao-te Jing) from the source listed in the syllabus. Explain what the quote means (and of course, meaning can be individual and unique, depending on the reader). Thinking about the Chinese system of government discussed in the online content, how could this quote's instruction be applied, if you were an official working in the Chinese government during the Tang dynasty (618-907), considered to be one of the most prosperous and artistic periods of Chinese history?

3. Capstone Questions, Lessons 1-6: What is a primary source? Give a definition and example. What is a secondary source? Give a definition and a specific example. How do historians use both of these types of sources?
Lesson 6 Reading Links

a. Quotes of Confucius:
https://en.wikiquote.org/wiki/Confucius

b. Quotes of Lao Tzu:
https://en.wikiquote.org/wiki/Laozi
Lesson 6 Terms to Know

Abacus
Buddha
Civil service examination system
Confucius
Eightfold Path
Four Noble Truths
Gobi Desert
Gunpowder
Han Dynasty
Himalayan Mountains
Journey to the West
Kunlun Mountains
Lao Tzu
Mandate of Heaven
Meritocracy
Nanling Mountains
Pearl River
Qinling Mountains
Shang Dynasty
Silk Road
Takla Makan Desert
Wu Ding
Wu Zetian
Yangzi River
Yellow River

Zhou Dynasty

Thought Questions

1. Through the years, Chinese ideology became a blend of teachings by Buddha, Confucius, and Lao Tzu. Explain, using quotes from the *Analects*, *Tao-Te-Ching*, and Buddhist teachings, what these spiritual and philosophical beliefs might entail.

2. China remained relatively isolated for many years as a culture. Explain, using specific examples of terrain, how geography contributed to this solitude. How was China similar to and different from other river valley civilizations we’ve studied in previous lessons?
Lesson 6 Video Link

Crash Course World History: Chinese History and the Mandate of Heaven
Learning Objectives, Lesson 6: China (Included in Power Point)

Upon successful completion of this lesson, students should be able to:

1. Describe the basic geography of China—how rivers, mountains, deserts, and plains affected Chinese history using specific examples.

2. Comprehend key facts about the following dynasties:
   - a. Shang
   - b. Zhou
   - c. Han
   - d. Tang
   - e. Ming

3. Discuss the spiritual and philosophical beliefs of:
   - a. Buddhism
   - b. Confucius
   - c. Lao Tzu

4. Analyze major artistic and cultural contributions from China through the Ming dynastic period.
LESSON 6:
EARLY CHINESE HISTORY

Dr. Dee McKinney, Professor of History
HIST 1111
Western/World Civilization to 1648
Learning Objectives

• What do I want you to know by the time you finish all the activities of this lesson?
  • The basic geography of China—how rivers, mountains, deserts, and plains affected Chinese history using specific examples.
  • Key facts about the following dynasties:
    • Shang
    • Zhou
    • Han
    • Tang
    • Ming
  • The spiritual and philosophical beliefs of:
    • Buddhism
    • Confucius
    • Lao Tzu
  • Major artistic and cultural contributions from China through the Ming dynastic period.
Timeline of Chinese History


• We’ll look at a few specific dynasties:
  • Shang Dynasty (1700 – 1045 BCE)
  • Zhou Dynasty (1045 – 770 BCE)
    • Followed by period of warring states, 770 – 221 BCE)
  • Han Dynasty ( Begun by Qin Emperor Ying Zheng, 206 BCE – 589 CE)
  • Tang Dynasty (618-960 CE)
  • Song Dynasty (960 – 1279 CE), after which the Mongols rule (video in last lesson) until 1368 CE
  • Ming Dynasty (1368 – 1644 CE)
Importance of Spiritual and Philosophical Beliefs

- This lesson will also examine the spiritual and philosophical beliefs of:
  - Buddha/Buddhism
  - Confucius
  - Lao Tzu

- And finally, the lesson will explore cultural icons of Chinese history:
  - The Great Wall
  - Art
  - Literature
  - Language
Geography and History

- This link has a series of maps that will help you understand the complex geography of China as you read this Power Point: [http://afe.easia.columbia.edu/china/geog/maps.htm#1a](http://afe.easia.columbia.edu/china/geog/maps.htm#1a)

- Rivers:
  - Yellow River (Huang He): North-Central China, carries heavy sediment (40%) and forms lakes as it moves unpredictably. Sometimes called “China’s Sorrow” since the flooding and erosion cause damage as it flows to Yellow Sea.
  - Yangzi River (Chang Jiang): Central China, almost across the entire region, created port cities, flows into East China Sea. Also causes flooding; in modern times, has been brought under “control” by the Three Gorges Dam project.
  - Pearl River (Zhu Jiang): Southern China, flows into South China sea. Creates fertile delta for farming.
Geography and History

• Mountain Ranges:
  • Himalayas, some of the tallest mountains in the world, along south-west border.
  • Kunlun, from the central west to the northwest, extremely high peaks.
  • Qinling, runs west to east like the Kunlun further west, dividing China into northern and southern regions.
  • Nanling, stretching through the southeast, running southwest to northeast.

• Deserts:
  • Gobi in the north
  • Takla Makan in the west
Why does geography matter?

• Set up natural “borders” around China, creating relative isolation.
  • This in part explains why there was little contact between China and Europe until 14th century.
• “Divided” the land within—parts of China are extensively farmable while others make agriculture difficult, requiring specialized farming techniques.
  • Deserts and plains created need for nomadic lifestyle that still continues today.
• As with other cultures, civilizations developed along rivers and within river valleys—both fertile and dangerous.
Shang Dynasty (1700 – 1045 BCE)

• Sometimes called the Yin dynasty.
• The earliest dynasty for which we have specific evidence of complex writing (on bones used for oracle divination).
• Many settlements along the Yellow River Valley comprised the area controlled.
• Primarily agricultural, supplemented by hunting, gathering, and nomadic herding.
• Wu Ding was probably the founder of the dynasty and ruled from court at Yinxu.
  • Practiced a basic form of feudalism—gathered armies from people living on lands.
• Major works of art: bronze, jade, pottery.
• Used chariots and horses.
Zhou Dynasty (1045 – 770 BCE)

- Evidence that language was different than Shang—could have been established by those from outside China. (We just don’t know).
- Introduced the “Mandate of Heaven”: A compact between the king and the lord of heaven, in which the king would rule with honor and harmony; in return, he would be granted kingship. This is an enduring idea!
- Likewise, a continued sense of feudalism along with primogeniture—the eldest son inherits, younger sons must establish their own traditions.
- Sophisticated agricultural engineering, canals, and bronzework.
Han Dynasty (Begun by Qin Emperor Ying Zheng, 206 BCE – 589 CE)

- First dynasty to have emperor (the Han sprang from the Qin, whose emperor Ying Zheng founded the Han).
- This period is one of intensive economic development, with coinage and the early founding of the Silk Road that would be a major east-west trade route.
- Firm hierarchy of social order through a feudal system.
- Likewise, a complex system of laws, using local magistrates to administer justice.
- Writing is quite sophisticated, and this is the first dynasty that used paper as opposed to bone or stone for record-keeping.
Tang Dynasty (618-960 CE)

- A golden age of culture.
- Founded by Empress Wu Zetian:
  - She continued the practice of ancestor veneration, but also promoted the teachings of Buddha and Taoism.
- Population of about 80 million people and vast territory that covers much of modern China (not Tibet).
- Continued development of a sophisticated state bureaucracy, particularly in matters of law and taxes.
- Establishment of civil service examination system:
  - Meritocracy—people are given positions based on their skills, not birthright, on state-sponsored tests.
- Reopening and expansion of Silk Road trade.
- Known for literature and poetry, woodblock printing, advances in textiles, and the beautiful Tang horses (ceramics).
Song Dynasty (960 – 1279 CE),

- Began after a period of strife and internal warfare.
- Population doubled due to increase in agriculture, particularly rice.
- The first navy was created.
- Borders extended with conflicts in present-day Vietnam.
- But the reason this period is important… gunpowder.
  - As in the Tang dynasty, evidence of medical practice using both spiritual and scientific means.
  - Gunpowder was “fire medicine” and used in certain pharmacological compounds.
  - Later, used for fireworks, rockets, and fire arrows.
Ming Dynasty (1368 – 1644 CE)

• Came to power after Mongols swept through China and dominated the land for almost a century.
• As with before the Mongols, more development of bureaucracy—creation of hierarchy within the state: Provinces, prefectures, and counties.
  • All had both civil and military arms of government.
• The system of testing for government positions continued.
• One of the most important novels, Journey to the West, was written: https://www.youtube.com/watch?v=61nuXrvqNgI
  • The fabulous blue and white Ming vases are from this period.
• Later in the dynasty, contact with European missionaries and traders, creating a stronger east/west connection.
We first discussed Buddhism in the lesson on India, where Buddha was born and founded this belief system.

However, in China, Buddhism flourished, and to some extent, merged with Taoism (see later slide).

Who was Buddha?
- Prince Siddhartha Gautama from India.
- Lived a pampered life until he witnessed suffering outside his privileged home.
- He pondered these things and came up with the Four Noble Truths and Eightfold Path (see next slide).

Lived about 100 years before Confucius.
Four Noble Truths and Eightfold Path

• The Truth of:
  • Suffering.
  • The cause of suffering.
  • The end of suffering.
  • The path that sets one free from suffering.

• The Path:
  • Right Understanding.
  • Right Thought.
  • Right Speech.
  • Right Conduct.
  • Right Means of Earning a Living.
  • Right Mental Attitude and Effort.
  • Right Mindfulness (Determination).
  • Right Concentration (perhaps meditation).
Teachings of Confucius

• Confucius lived from 551-479 BCE.
• Think of his teachings as a philosophy, not a religion. These included:
  • Morality.
  • Proper behavior in relationships (of all kinds).
  • Justice.
  • Respect of one’s family and ancestors.
  • The concept of a “good man” being involved in “good government.”
• His sayings were collected in the *Analects*, of which you will read part.
• These beliefs and practices spread throughout China and blended with the teachings of Buddha and Lao Tzu.
Teachings of Lao Tzu

• Lived about 100 years after Confucius.
• Composed the *Tao-Te-Ching* (Book of the Way) to pass on his teachings (or so we are told; maybe someone else wrote it).
• The Ancient World Encyclopedia explains Taoism thus:
  • “[By using the *Tao-Te-Ching* and...] following the Tao and living life at peace with one's self, others, and the world of changes.
    • A typical verse advises, "Yield and overcome/Empty and become full/Bend and become straight" to direct a reader to a simpler way of living.
  • Instead of fighting against life and others, one can yield to circumstances and let the things which are not really important go.
  • Instead of insisting one is right all the time, one can empty one's self of that kind of pride and be open to learning from other people. Instead of clinging to old belief patterns and hanging onto the past, one can bend to new ideas and new ways of living.”
The Mix of Ideology

- The teachings of Buddha, Confucius, and Lao Tzu blended over the years.
- They affected government, spiritual beliefs, and daily life in China.
  - Ancestor veneration still a key part.
- I was told, “Take these three sets of ideas and throw them together. Stir well. You then have the complex worldview of China during the Ming dynasty.”
- This mix has persisted even to the present day.
- Keep this in mind as you read the writings of Confucius and Lao Tzu.
Cultural Contributions of China

• Hard to choose!
• Gunpowder
• The use of civil service exams/meritocracy/social mobility
• Paper money and coins
• Movable type and printing (with blocks)
• Silk cultivation
• Spiritual teachings
• Complex language of ideograms and “levels” of speech from informal to highly proper
• Building technology (Great Wall): http://whc.unesco.org/en/list/438
• Items like compass, umbrella, kites, abacus, and my favorite, noodles
An Abacus

- My son’s abacus from around 2002 (and he’s just finishing calculus I).
- Saving it for the next generation!
Lesson 7 Discussion

1. View the samples of Minoan art in the online content and via the link to the Metropolitan Museum in your syllabus. Describe the colors, styles, and themes of the art. What do the depictions tell you about Minoan life and culture? By this, I would like you to consider what was important in the life of the Minoan people. What did they find important and valuable.

2. Pericles had several reasons for his funeral oration at the end of the first year of the Peloponnesian War. What, besides the obvious reason of mourning the dead, were his purposes in the speech? Name at least three "goals" Pericles accomplished in this speech. The link is in your syllabus, and as always, you can Google the speech if the link is not working.

3. What was the role of the Oracle of Delphi? How did the position come to hold influence in Greek society? Use the link in your syllabus to learn more about the Oracle.

4. Use the link in the syllabus to explore daily life for men and women in ancient Athens and Sparta. Compare (talk about similarities) and contrast (talk about differences) and write up your findings. Bullet points are fine.

5. Describe the major accomplishments of Alexander the Great. How did he spread Greek culture across much of the western world? The online content and the link in your syllabus discuss Alexander and his legacy.
Learning Objectives, Lesson 7: Greece (Included in Power Point)

Upon successful completion of this lesson, students should be able to:

• Describe the art and culture of Minoan and Mycenaean Greece.

• Compare and contrast Sparta and Athens, demonstrating an understanding of life in the Greek city states.

• Explain the concept of Greek democracy, using primary sources.

• Discuss Greek literature and poetry, using plays, political speeches, and epic poetry.

• Analyze both the Persian and Peloponnesian Wars using primary sources.

• Detail the works of key Greek philosophers, such as Socrates, Plato, Aristotle, Zeno, and Epicurus.

• Trace the career and impact of Alexander the Great in spreading Hellenistic culture.

• Explore the various artistic, political, and written contributions of Greece that have endured and influenced other cultures.
Lesson 7 Reading Links

a. Minoan Art:
   http://www.metmuseum.org/toah/hd/mino/hd_mino.htm

b. Prophecies from Delphi and the Pythians:
   http://pythiaofdelphi.weebly.com/pythia-prophecies.html

c. Funeral Oration of Pericles:
   http://legacy.fordham.edu/halsall/ancient/pericles-funeralspeech.asp

d. Daily Life in Sparta and Athens:
   http://www.ancientgreece.co.uk/dailylife/story/sto_set.html

e. Ancient World Biography of Alexander the Great:
   http://www.ancient.eu/Alexander_the_Great/
Lesson 7 Video Links

The Persians and the Greeks: https://www.youtube.com/watch?v=Q-mkVSasZIM

Alexander the Great: https://www.youtube.com/watch?v=0LsrkWDCvxg

Oedipus Rex: https://www.youtube.com/watch?v=Cj7R36s4dbM

The Odyssey: https://www.youtube.com/results?search_query=crash+course+odyssey

https://youtu.be/MS4jk5kavy4
Lesson 7 Terms to Know

aesthetics (to the Greeks)
Alexander the Great
archipelago
archon
Aristophanes
Aristotle
Assembly (Sparta)
Cleisthenes
Column styles (Doric, Ionic, Corinthian)
Council of 30 (Sparta)
Delian League
Ephorate
Epicurus
fresco
Greek theatre (see link in Power Point)
Hellenistic Greece
Herodotus
Iliad (overview)
Linear A
Linear B
Michael Ventris and Alice Kober
Minoan Culture
Mycenaean Culture
Odyssey (overview)
Lesson 7 Thought Questions

1. Using the Minoan and Mycenaean civilizations as a basis of study, give at least three examples for how historians can discern important features of culture. Consider both written and non-written artifacts in your answer.

2. Describe Greek philosophy by comparing and contrasting (finding similarities and differences) between the five philosophers discussed in this lesson: Socrates, Plato, Aristotle, Zeno of Citium, and Epicurus.

3. Using the governments of Athens and Sparta as your evidence, discuss both democracy and oligarchy in ancient Greece. How did it function to be inclusive, and how did it change over time, such as via the reforms of Solon, Cleisthenes, and Pericles?
4. Consider the long history of ancient Greece, from the Minoan era to the Hellenistic era. What, in your historical opinion, was the most influential contribution to civilization as a whole? Once you make your choice, provide evidence to support your claim, using specific examples.
LESSON 7: GREECE

Dr. Dee McKinney, Professor of History
HIST 1111
Western/World Civilization to 1648
Learning Objectives

• Upon successful completion of this lesson, students should be able to:
  • Describe the art and culture of Minoan and Mycenaean Greece.
  • Compare and contrast Sparta and Athens, demonstrating an understanding of life in the Greek city states.
  • Explain the concept of Greek democracy, using primary sources.
  • Discuss Greek literature and poetry, using plays, political speeches, and epic poetry.
  • Analyze both the Persian and Peloponnesian Wars using primary sources.
  • Detail the works of key Greek philosophers, such as Socrates, Plato, Aristotle, Zeno, and Epicurus.
  • Trace the career and impact of Alexander the Great in spreading Hellenistic culture.
  • Explore the various artistic, political, and written contributions of Greece that have endured and influenced other cultures.
Early Greece

• We can divide early Greece into two distinct eras and geographic regions:
  • Minoan (2800 BCE to 1450 BCE), based on the island of Crete south of mainland Greece.
  • Mycenaean (2000 BCE to 1100 BCE), which covered the Peloponnesus (a land mass almost separate from the mainland by water) and the land that’s part of Europe (all of it is Greece).

• A picture is worth a lot (see next page):
  • Source is this excellent podcast on Ancient Greece: http://www.thehistoryofancientgreece.com/2016/04/006-mycenaean-greece.html
Early Greece

- Greece is an archipelago, a chain or collection of islands and water that form a “loose” grouping, often with cultural connections.
The Minoans

- Culture based on the island of Crete.
- Linguistic mystery: Their written language, Linear A, has never been translated.
  - The archaeologist who excavated most of Crete and parts of early Greece was Sir Arthur Evans.
  - His work inspired a young linguist (aka philologist) Michael Ventris, who translated Linear B, along with Alice Kober, which was the language of Mycenaean Greece.
    - Much like Latin and French, it was highly inflected—one word (*amo*) has both the subject (*I*) and verb (*love*).  
  - Linear B came from Linear A, but before he could translate Linear A, Michael Ventris was killed in a single vehicle car accident near his home.
The Minoans

• So, how do you think like a historian if you don’t have written records?
  • Art: Beautiful frescos (painting on wet plaster) of rich colors at palace of Knossos, the capital.
  • Legends and stories: King Minos and the Minotaur. (Right, not reliable, but nonetheless tells us what these people valued).
  • Artifacts: Pottery, fertility statues (interesting dresses on women!), the theme of bulls and bull jumping everywhere, basins for holding water or grains.
  • Records from other cultures who contacted the Minoans.
• What do these items tell you about the Minoans? What did they think? What (in life) did they find valuable or worth knowing?
Minoan art

- This bull statue would fit in palm of my hand! Taken November 2017 at Carlos Museum.
- Other samples are some shell jewelry and pottery (the gold on the right is Mycenaean, also from Carlos Museum).
The Mycenaean

- Bronze Age culture that overlapped slightly with Minoans, but different language and customs.
- Main city of Mycenae, but also important centers at Pylos, Thebes (not the Egyptian one!), and Athens.
- Mycenaean were mentioned on records from Thutmose III in Egypt.
- They built fortified cities with walls and buried their dead, with belongings, in shaft graves (deep rectangles lined with stones).
- The king, or wanax, was the supreme leader, but there was hierarchy of government under him.
- Extensive trade of bronze, gold, and pottery.
- No one is certain, but long decline between Mycenaean and rise of Greek city states.
The Beliefs of the Early Greeks

- So, the Minoan and Mycenaean cultures were when the familiar “Greek mythos” developed. Let’s look at the gist of it.
  - These stories were eventually written down as the *Iliad* by Homer (the story of the Trojan War), the *Odyssey* by Homer (the voyage of Odysseus back from Troy), and Hesiod’s *Theogony* (a collection of tales of Greek gods).
  - Zeus (clouds, sky, thunder) and his brothers Poseidon (ocean), and Hades (underworld) overthrew their father, the Titan Cronus.
    - Zeus set his palace up at Olympus and went on to spawn hundreds of other deities and demi-gods (half-human, half-divine).
    - Other important Greek deities include Hestia (hearth), Demeter (harvest), Hera (marriage and family), twins Apollo (medicine, music) and Artemis (hunting and virginity), Athena (wisdom), Hephaestus (smithing), and Aphrodite (beauty).
      - No offense to the others—too many to name here!
  - Quite human in their behaviors.
The Trojan War

- Fought for 10 years, and then, it took Odysseus 10 years to get home.
- It all started with a woman... Helen, wife of Menelaus of Sparta, the most beautiful woman in the world.
  - And three other females, the goddesses Aphrodite, Hera, and Athens.
  - The goddess Eris (discord) gave Paris of Troy an apple (why is it always apples) to award to the “fairest goddess.”
  - He gave it to Aphrodite, and the other two were angry.
  - To reward Paris, Aphrodite helped him “kidnap” Helen from her home and haul her off to Troy.
  - The Greeks (some begrudgingly) joined forces with Menelaus to get Helen back.
The Trojan War

• All the deities of Olympus took sides.
  • Athena adored Odysseus because he was clever, so she tended to help the Greeks.
    • Poseidon favored the Trojans since he was jealous of Athena.
• And then you have hundreds of characters of which I’ll mention just a few:
  • Hector: Prince of Troy, a great warrior.
  • Achilles: Son of the Greek nymph Thetis, he had a vulnerable heel.
  • Aeneas: Trojan survivor who escapes and is mythical founder of Rome.
• This hot mess went on until Odysseus left a “gift” at gates of Troy—a massive horse with soldiers hidden inside.
  • Trojans brought it in, soldiers came out, sacked and looted city.
Did the Trojan War Happen?

• Something happened—some archaeological evidence from Hisarlik (Heinrich Schliemann).
• The Hittites, from what is modern Turkey, have records of long battle with the “Achaeans” (a term for the Greeks).
• So, yes, it did happen, but probably not as poetically as described by Homer (or as acted by Brad Pitt).
The Rise of the Greek City States

• After the “Dark Ages” following fall of Mycenae, Greece enters a golden age.
• Was not a unified government, but rather a loose alliance of “city states,” with each one running its own affairs.
• They banded together in the Persian War to fight a common enemy (550 – 500 BCE), as described by Herodotus.
• They fought against each other in the Peloponnesian War (430-405 BCE).
  • Athens led the Delian League against the Peloponnesian League, led by Sparta, described by Thucydides,
  • At its roots, democracy vs. oligarchy—stay tuned.
Let’s examine three Greek city states to learn about their similarities and differences:

- **Athens**: Originally governed by 9 archons, each with a different sphere of influence.
  - They also had an assembly of male citizens, who could sway the archons and each other (system of ostracism).
  - In 594 BCE, Solon became the sole archon. He brought in reforms that would lead to democracy, including offering citizenship to those born outside the city (met requirements), increasing exports, reserving grain harvests for city, and freeing those who became slaves due to debt.
  - About 90 years later, Cleisthenes created a 500 man council, requiring 50 members from each of the 10 “tribes” of Athens. The Council sent recommendations to the Assembly (all free males), and anyone could submit a new law.
  - It was *against the law* not to participate if you were eligible.
Three Greek City States

• Let’s examine three Greek city states to learn about their similarities and differences:
  • Sparta: Militaristic, ruled by two kings but also several councils, each with a balance of power over the other.
    • The Assembly: All male Spartans, chose the Council of 30 and the Ephorate.
    • Ephorate: 5 men who served a year, swore oaths to the king, and managed the hoplites (citizen soldiers).
    • The Council of 30: A council of elders from noble families, they had considerable voice in the affairs of Sparta.
  • This “rule by a small, specific group of people” (we’re really talking the 2 kings, council of 30, and the Ephorate here) is called an oligarchy.
Three Greek City States

- Let’s examine three Greek city states to learn about their similarities and differences:
- Corinth: More focused on economics and trade.
  - Had fine pottery.
  - Held Olympic-style games to honor Poseidon.
  - Major sea-faring and naval power.
  - Had an oligarchy with a Council of 80 that made decisions for the city.
  - Ally to Sparta in the Peloponnesian War.
How did Greek Democracy Develop?

- After Solon and Cleisthenes, Pericles made even greater reforms in Athens:
  - Setback in that citizens had to be native-born to Athens.
  - However, to get all citizens to participate in government, they received small salary.
  - Founded Delian League and used funds to rebuild Parthenon and greatly improve Athens.
    - In return, Athens would protect others in Delian League.
  - Promoted great literary and artistic achievements.
  - After reading his *Funeral Oration*, was he a great leader of democracy? Consider how he calls himself the “first citizen.”
Other Key Contributions from Golden Age

- Oracle of Delphi: She was a priestess of Apollo who lived at Delphi and made prophecies—widely sought.
- Greek Theatre: Founding of the entire idea, this was both art and entertainment.
- Architecture: For example, the Parthenon, in Athens and a temple to Athena.
  - Virtual tour of Acropolis and Parthenon: http://acropolis-virtualtour.gr/
  - Greek Columns: https://www.khanacademy.org/humanities/ancient-art-civilizations/greek-art/beginners-guide-greece/a/greek-architectural-orders
- Aesthetics: the branch of philosophy that deals with the beauty of things.
- Philosophy: the love of wisdom (see following).
Greek Philosophy

- Socrates, 469-399 BCE
  - Used a dialogic (aka Socratic) method of teaching by using questions
  - Taught from life itself
  - Wandered streets of Athens and countryside, using real world examples
  - Encouraged individual learning
  - “The unexamined life is not worth living”
  - Executed for “corrupting the young”
Greek Philosophy

- Plato, 427-347 BCE
  - Student of Socrates
  - Believed students would progress from ignorance to knowledge
  - Education according to individual ability and needs of society
  - Founded The Academy in Athens
  - Three levels of society
    - Workers and artisans: Well-trained in specific crafts or trades
    - Soldiers: Physical training and military skills
    - Rulers and statesmen: Liberal arts education to include math, philosophy, literature, and history
Greek Philosophy

• Aristotle, 384-322 BCE
  • Student of Plato at The Academy
  • Tutor to Alexander the Great
  • Founded The Lyceum
  • Believed in formal education for young women
  • Wanted students to observe surrounding and question what they saw
  • Observation and questioning leads to truth
  • Educate everyone to the best of their ability
  • Learn morals from elders and through service to community
Greek Philosophy

- Zeno of Citium, 334 – 262 BCE
  - Founded of Stoicism, which focused on logic, physics, and ethics.
    - Logic: includes rhetoric (good speech), writing/grammar, and how we perceive the world.
    - Physics: God is “multiple” and many parts make up the whole, the divine fire or “aether.”
    - Ethics: Skill of reasoning
  - Self-control and discipline will alleviate suffering and allow a person to develop.
Greek Philosophy

• Epicurus, 341–270 BCE
  • Based his ideas on pleasure (things that provide this sense) and avoiding pain (or things that cause it).
  • Discussed the idea of atoms, small bits of matter.
  • Seek modest pleasures to avoid pain.
  • Has been interpreted to be self-centered and too focused on personal pleasure, but Epicurus also promoted deep study and thinking, particularly about new things people encountered.
  • Founder of “Epicurean” philosophy.
Hellenistic Greece

• Began after the Peloponnesian War when Phillip of Macedonia conquered most of what had comprised the Greek city states.
  • Complete by around 340 BCE.
• It was his son, Alexander, that “spread” Greek culture far and wide, though he died young.
• In most ways, Hellenistic Greece is the age of Alexander and his contemporaries.
Hellenistic Greece

- Alexander, tutored by Aristotle, saw himself as a Greek epic hero, defined by arête (virtue and excellence).
- His father was assassinated, and Alexander killed off most of his rivals (this was common).
- Alexander, then about 20 years old, began a 13-year campaign to conquer the world:
  - Consolidated Greece first.
  - Moved into Asia Minor (modern Turkey).
  - Then Persia and Egypt.
  - Finally, Western India.
- Did he die of disease or poison? Not clear.
Hellenistic Greece

• Alexander’s legacy:
  • Spread the Greek language and culture.
    • Consider the survival of philosophy and theatre.
      • [https://www.ancient.eu/Greek_Theatre/](https://www.ancient.eu/Greek_Theatre/)
  • Carried Greek writings and teachings into the Middle East (thank goodness—they survived there!)
  • Military tactics.
  • Greek “genes” found all across Central Asia.
  • Consider this map to see how far his influence spread:
    • [https://www.ancient.eu/image/581/](https://www.ancient.eu/image/581/)
Conclusions

• From the Minoans to the spread of Hellenistic culture, we cannot underestimate the influence of Greece.
• Wasn’t perfect, wasn’t equal, but planted seeds of democracy.
• Prized learning, knowledge, and beauty.
• Began true study of science and mathematics, demanding empirical evidence.
• Introduced trial by jury of peers.
• Advances in architecture.
• Perhaps the best known mythology of all ancient cultures.
Visual Aids

• Be sure to look at Greek art in the “Visual Tour” Power Point.
• Use links in the LibGuide to learn more about the aspects of Greece that most interest you.
• And read the Percy Jackson books—they’re great for all ages. (You can skip the movies).
Bronze Age Greece: Crete and Mycenae

Minoan civilization peaked around 1900 BC during the so-called Palatial Period, when major palaces were constructed at Knossos, Phaistos, Mallia, and elsewhere. Besides administrative and religious functions, these supported artistic workshops producing luxury items such as stone vessels (11–16) carved gemstones (24–27) and jewellery (29–31). A brisk trade throughout the Eastern Mediterranean brought the Minoans into close contact with Egypt and the Levant. Egyptian traditions are reflected on the gold papyrus spray (29, 31), the sponged glaze on (22) that imitates ostrich shell, the deep blue glass beads (28) that evoke lapis lazuli, while the stone of (13) may have been imported from Egypt itself.

On mainland Greece, the Late Bronze Age is named after the spectacular citadel and palace of Mycenae, fabled as the seat of King Agamemnon who, according to Homer, raised an army to rescue his brother’s wife Helen from Troy. During the thirteenth century BC, a massive wall was built to encircle the city, the intention being that the ancient would come to think they must have been built by the Cyclopes: the most famous part of this defence is the Lion Gate, shown nearby in a photograph. It may also be seen riding concern with domestic stability and safety or that more mundane quality of artistic production: compare the elegant Minoan jug (6) and the Mycenaean storage jars (5).

Both civilizations ended violently around 1200 BC, leaving destitute. The fires that engulfed the palaces, however, (baked) clay administrative tablets. Written in a script cursive, B, these reveal that their language was an early form of Greek.

1. Double Axe. Minoan (MM III), ca. 1400 BC(?). Bronze. 2004-44-1. Ancient Art and Civilizations. Acropolis III. 10.5 cm. 3.4 cm. 1.4 cm.
Lesson 8 Discussion

1. Read the online content and the article (from a British source) about the achievements of Rome. What do you think were the two most important and why?

2. Marcus Aurelius was, for all intents and purposes, an absolute ruler (some might say dictator). But he governed with a great deal of wisdom and virtue. Give three examples of how he ruled with an "iron fist" but also exercised wisdom in his decisions. Please base your answers on the online content and the analysis of his speech provided in the link in your syllabus.

3. What happened at Milvian Bridge? What did Emperor Constantine do? How did his decision change the course of the Romans, and perhaps the world? Please make sure you have a complete understanding of what happened at Milvian Bridge! You can't answer the question properly unless you do.

4. Capstone Questions, Lessons 7-8: Please provide an example of a primary source from Greece as well as a secondary source. Repeat for Rome.
Learning Objectives, Lesson 8: Rome (Included in Power Point)

Upon successful completion of this lesson, students should be able to:

- Trace the history of Rome from its beginnings as a small river settlement to a republic to an empire.
- Identify key characteristics of the Roman Senate and Roman law.
- Describe the Punic Wars and the Roman conflicts with Carthage.
- Discuss social stratifications in Rome, including citizens, plebeians, patricians, optimates, and populares.
- Explain the rise of the First Triumvirate and the transition of power to Augustus.
- Examine the decline of the Western Roman Empire and the rise of the Eastern Roman Empire in Byzantium.
- Discuss the situation of Constantine, Milvian Bridge, and the Edict of Milan.
- List contributions of the Romans to civilization.
Lesson 8 Reading Links

a. Roman Achievements:
https://www.theguardian.com/culture/2010/nov/08/ancient-world-rome

b. Marcus Aurelius Meditations:
http://www.iep.utm.edu/marcus/

c. Constantine and the Events at Milvian Bridge:
http://www.historytoday.com/richard-cavendish/battle-milvian-bridge
Lesson 8 Terms to Know

Aeneas
Augustus Caesar
Battle of Milvian Bridge
Constantine
Consuls
Crassus
Diocletian
First Triumvirate
Hannibal of Carthage
Julius Caesar
Lucius Junius Brutus
Magistrates
Marcus Aurelius
Marcus Terentius Varro
Patricians
Pax Romana
Plebeians
Pompey
Punic Wars
Roman Senate
Romulus and Remus
SPQR (English and Latin, and what it means)
Tiber River
Twelve Tables of Roman Law
Edict of Milan

Lesson 8 Thought Questions

1. Consider Rome and its government, as well as the discussion of the meaning of republic and democracy. What was Rome? Explain your reasons with specific examples from the readings and online content.

2. Compared to other law codes we’ve discussed, what similarities and differences do you see between the laws of Rome and those of, for example, the Babylonians? Reflect on the social system of Rome in your answer.

3. How did Rome undergo the transformation from a small kingdom into a large empire? Include military as well as governance practices in your answer.
Lesson 8 Video Links

The Roman Republic (Empire): https://www.youtube.com/watch?v=oPf27gAup9U

End of the Roman Empire: https://www.youtube.com/watch?v=3PszVWZNWVA

Christianity and Judaism in the Roman Empire: https://www.youtube.com/watch?v=TG55ErfdaeY
LESSON 8: ROME

Dr. Dee McKinney, Professor of History
HIST 1111
Western/World Civilization to 1648
Learning Objectives

• Upon successful completion of this lesson, students should be able to:
  • Trace the history of Rome from its beginnings as a small river settlement to a republic to an empire.
  • Identify key characteristics of the Roman Senate and Roman law.
  • Describe the Punic Wars and the Roman conflicts with Carthage.
  • Discuss social stratifications in Rome, including citizens, plebeians, patricians, optimates, and populares.
  • Explain the rise of the First Triumvirate and the transition of power to Augustus.
  • Examine the decline of the Western Roman Empire and the rise of the Eastern Roman Empire in Byzantium.
  • Discuss the situation of Constantine, Milvian Bridge, and the Edict of Milan.
  • List contributions of the Romans to civilization.
The “Historical” Founding of Rome

- A Roman scholar, Marcus Terentius Varro, is generally credited with this wild story...
  - On April 21, 753 BCE, orphan twins Romulus and Remus founded Rome on the site where they were suckled by a she-wolf.
    - Um, wow…it gets better. They were the sons of Rhea, and their father was the god Mars (Ares to the Greeks).
    - Rhea’s brother in law threw the twins in the Tiber River to drown, but they washed ashore, and eventually, Romulus kills Remus.
      - To quote “Honest Trailers,” are these the “good guys”?
  - Another legend is that the Trojan warrior Aeneas escaped and founded the city.
- What really happened is less dramatic.
The Founding of Rome

- The “settlement” of Rome was on the Tiber River, an area surrounded by seven hills and some fertile farming fields.
- It became a natural place for trade among peoples in the area, including the sophisticated Etruscans and the Latins.
- The settlement became a city, and the city became a kingdom.
- What you must keep in mind regarding Rome and Romans: They were the best borrowers in the world.
  - And they borrowed much from the Greeks.
The Kingdom of Rome

• Rome had seven kings, supposedly starting with Romulus.

• These kings acquired territory, most especially “colonies” in Greece after the death of Alexander.
  • They took Greek mythology, renamed most of the deities, and made some of their own.
  • The conquering of Greece by Rome took place during the Pyrrhic Wars (282-272 BCE), and it was a costly victory for the Romans.

• By this point, Rome has spread its influence over the entire Italian peninsula:
  • Check out this interactive map: http://resourcesforhistory.com/map.htm#gsc.tab=0
The Roman Senate

• A long-enduring institution, from kingdom to republic to empire.
  • Began as an advisory council (about 100 upper class men) to the kings.
  • During the republic, members were appointed and served to manage elections, law making and adjudication, taxation, and in emergencies, appoint a dictator for 6 months (which was sometimes useful).
  • In the empire, the senate had little power, but members could influence the emperor, so membership had its privileges.
• Senators were revered and wore a purple stripe on their togas.
• SPQR: You’ll see this on Roman banners and art, \textit{Senatus Populesque Romanus} (or the Senate and the Roman People).
The Punic Wars

But Rome (now a republic) had a problem—a major competitor in the Carthaginians.

- They were originally Phoenician (Punic) settlers from east of Greece.
- Also spread out through the Mediterranean and built a grand city in Carthage, North Africa.
  - Map of Carthage and surroundings during 2nd Punic War: [http://www.emersonkent.com/map_archive/second_punic_war_hannibal.htm](http://www.emersonkent.com/map_archive/second_punic_war_hannibal.htm)
- Our alphabet is largely Phoenician in origin.
- The conflict between Rome and Carthage resulted in the three Punic Wars:
  - First Punic War, 264-241 BCE: Fought over control of Island of Sicily, which Rome won.
  - Second Punic War, 218-201 BCE: Fought for control of most of the Mediterranean. Hannibal led the forces of Carthage, crossing the Alps with elephants to invade Rome. After initial success, he was defeated, and Rome won control of Mediterranean shores.
  - Third Punic War, 149-146 BCE: The ultimate destruction of the great city of Carthage itself.
Rome Transformed

• Interactive map (click on the buttons to look at time frames): http://explorethemed.com/romemed.asp?c=1
  • By 70 CE, Rome was everywhere, even into what is now Britain (city of Londinium) and Gaul (France), through a lot of fighting.

• The Romans had an intriguing tactic for conquered people; they offered their knowledge, culture, language, and sometimes citizenship to these remote areas.

• And citizenship had definite advantages!
  • Voting, serving in an political job, marriage, portability (if you moved around), the right to sue in court, the right to trial and appeal.
  • You could sometimes buy or earn citizenship.
  • And if you committed horrible crimes, at least you were not crucified, which is just…horrific.
Rome: Kingdom to Republic

- Rome started as a kingdom, but it gradually became a republic.
- What is a republic, and how does it differ from a democracy?
  - A Democracy refers to a system where individuals of a state or nation are political leaders, establishing the laws, justice, and administration. Can be appointed or elected. Think of it as the will of the masses—majority rule by the entire population.
  - A Republic also has power in the hands of the people of the state, but chiefly through chosen (elected) representatives. It’s the will of the masses filtered through their chosen spokespersons. The majority of the population does not always have complete control; some protections given to minority.
  - What the heck is the US system? We’re more of a Republic—we (the people) elect representatives to promote our interests, laws, taxes, etc.
    - I know, it’s complicated.
Rome: Kingdom to Republic

- In 509 BCE (well before the Punic Wars), Lucius Junius Brutus established the Roman Republic.

- Key features:
  - Two key social classes, patricians and plebeians:
    - Patricians were the upper class and originally were the only people who could hold government offices.
    - Plebeians were the “common” people; some were quite wealthy. They went on strike in 494 BCE and gained their own assembly.
  - Consuls: Two of them, presided over senate, could veto the other, served for a year. After that, often governed a territory.
  - Magistrates: Had specific duties such as finances (*quaestor*), public service/maintenance (*aedile*), and taking census (*censor*).
Roman Law

- Twelve Tables
  - Around 450 BCE
  - Written and shared among all people so they could read them.
  - Protected all classes of people, though not quite equally.
  - Had procedures for amending laws.
  - Laws were not mixed with religion.
- Roman law influenced later English law, which passed down to us today.
The First Triumvirate

- This is a modern term to reference the rule of three powerful men, Crassus, Pompey, and Julius Caesar around 60 BCE.
  - Rome had become socially divided into the “Optimates” (best men), who favored traditional power structure of the wealthy elite, and the “Populares” (populists), who wanted reform and more equality.
  - Crassus was wealthy and powerful; Pompey and Caesar were great generals.
  - The attempt to rule jointly was to prevent civil war.
  - Crassus, trying to get military acclaim, led an excursion into Asia Minor, and was killed.
  - Pompey and Caesar faced off against each other.
    - The Senate recalled Caesar to Rome to stand charges, and he crossed the Rubicon River, meaning he was determined to win the war and become sole ruler of Rome, which he did in 48 BCE while Pompey ran off to Egypt and was murdered.
Republic to Empire

- Julius Caesar’s victory began the Empire stage of Roman history.
- He himself was killed by his former supporters in the Senate in 44 BCE for fear he would abuse power.
- Briefly, a second triumvirate formed between Caesar’s nephew Octavian, his closest ally Marc Antony, and another ally, Lepidus.
  - Went about as well as the first one.
- Octavian emerged as sole victor after civil war and took the name of Caesar Augustus.
  - He did good work for Rome and brought about the Pax Romana (Roman Peace), which lasted about 200 years.
Decline of the West and Rise of the Eastern Roman Empire

- Unfortunately, Augustus’s successors were lesser rulers.
- The empire began to erode, and several emperors were known for their depravity.
- From 96-162 CE, a short period of revival with emperors like Trajan and Marcus Aurelius.
- In 285 CE, Diocletian divided the empire into east (capitol in Constantinople, aka Byzantium, aka Istanbul) and west (Rome).
  - A series of problems such as invasions by the various Gothic tribes (Visigoths), many who had served as soldiers in the Roman army, plus lead poisoning and various plagues and food shortages saw the collapse of the empire of Rome in the west.
  - However, the eastern empire continued as Byzantium for another 1100 years until being conquered by the Ottoman Turks in 1453 CE.
Establishment of Christianity

- The Romans kept fairly clear lines between church and state.
- In 311 CE, two rivals for the throne (Maxentius and Constantine) engaged in a civil war.
- Constantine’s mother was Christian, which had been a persecuted, then a tolerated sect of Judaism (in the Roman’s eyes).
- At the Battle of Milvian Bridge in 312, Constantine prayed for victory to Jesus Christ (though he wasn’t Christian) and put crosses on the shields of his warriors.
- He won (By this sign, *in hoc signo*), and thereafter became promoted religious tolerance of all faiths in the empire via the Edict of Milan (317 CE).
- Rome became a holy city for Christianity, the seat of the bishop of Rome (aka the Pope)
Legacy of Rome

• As with Greece, there are many things we could discuss, but here are a few:
  • Aqueducts and plumbing.
  • Building of roads and use of cement.
  • Superior military technology (use of shield walls, ballistas, germ warfare, battlefield surgery).
  • A version of the calendar we use today.
  • Laws and concepts of a republic.
  • Papers circulated with news for the people.
  • Cookbooks.

• Yet not to take away from Rome, but many of these things were taken, adapted, and improved from other cultures.

• Takeaway—From a small settlement to one of the largest empires in history that lasted about 1200 years is no small feat.
Lesson 9 Discussion

1. Read the overview of Islam in both your online content and from the link to the Internet history sourcebook in your syllabus. What was "philosophy" in Islamic culture? Note in your answer how it differed, in general, from the Greek concept of philosophy we discussed in Lesson 7.

2. Give examples of at least five cultural, artistic, and scientific works and discoveries that emerged from the Islamic world prior to 1600 (based on Online Content and your reading from the syllabus). Which do you believe to be the most significant, and why?

3. Compare and contrast the kingdoms of Ghana, Mali and Songhai. You may want to prepare a table or points in your analysis. Examine the economics, government, and culture (art and religion, for example) of each of these three powerful realms.

4. Who were the Bantu people? How did their migrations affect provide some commonalities for sub-Saharan African despite the diversity and lack of central authority in this large region?
Learning Objectives, Lesson 9: Islam and Africa (Included in Power Point)

Upon successful completion of this lesson, students should be able to:

- Detail the life of Muhammad and the founding of Islam.
- Know the basic tenets of Islam, including terminology related to the religion.
- Describe the schism that followed the death of Muhammad.
- Trace the vast expansions of the Muslim rulers throughout the Mediterranean region.
- Offer perspectives on the contributions of Islamic cultures to other parts of the world.
- Explain the connections of Islam to Africa, looking at the kingdoms of Ghana, Mali, Benin, Zimbabwe, and the Sonhai in particular.
Lesson 9 Reading Links

a. Islam:
https://legacy.fordham.edu/halsall/source/arab-y67s11.asp

b. African Civilizations:
http://www.historyhaven.com/APWH/unit2/africa_and_its_golden_age_of_emp.htm
Lesson 9 Terms to Know

Allah
Battle of Tours
Benin
Caliph Omar
Caliph/Caliphate
Dome of the Rock
Ethiopia (Axum)
Five Pillars of Islam
Ghana
Great Zimbabwe
Hadith
Hijira
Imam
Mali
Mecca
Muhammad
Mullah
Night Journey
Ottomans
Qu’ran
Sharia
Shi’ite
Songhai Empire
Sunni
Lesson 9 Thought Questions

1. Describe the many cultural influences related to the spread of Islam. How did these contribute to European knowledge? Give specific examples and results in your answer.

2. How did the movement of Islam into Africa transform the city-states and kingdoms there? Consider people such as Mansa Musa and the impact of trade on economics in your answer.
Lesson 9 Video Links

Crash Course, Mansa Musa: https://www.youtube.com/watch?v=jvnU0v6hcUo

History Summarized, Rise of Islam: https://www.youtube.com/watch?v=Uvq59FPgx88

History Summarized, Africa:
https://www.youtube.com/watch?v=Jk3iOqKOD7g&t=491s
Learning Objectives

• Upon successful completion of this lesson, students should be able to:
  • Detail the life of Muhammad and the founding of Islam.
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  • Trace the vast expansions of the Muslim rulers throughout the Mediterranean region.
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  • Explain the connections of Islam to Africa, looking at the kingdoms of Ghana, Mali, Benin, Zimbabwe, and the Sonhai in particular.
Who was Muhammad?

- Born around 570 CE in city of Mecca.
- The people of this area were polytheistic, and the thriving area in and around Mecca was devoted to trade.
  - Map of the Mediterranean and Middle East at the time of Muhammad: http://explorethemed.com/riseislam.asp
- Muhammad became a trader and relatively wealthy.
- When 40, he went to the mountains near Mecca and had a vision or visit by the angel Gabriel.
- Muhammad wrote down the revelations (i.e. he became a prophet) from the Lord (Allah) into the Recitations (aka Qu’ran).
The Five Pillars of Islam

- This is a monotheistic religion, so one pillar is the Shahada: There is no god but Allah, and Muhammad is his prophet. (There are other prophets).
- Salat: Prayer five times daily facing Mecca.
- Zakāt: Giving alms and charity to the poor.
- Sawm: Fasting during the holy month of Ramadan.
  - People who are sick or have medical conditions get accommodations.
- Hajj: If possible, make a pilgrimage to Mecca to visit the old mosque (holy building) called the Kaaba.
Other Terms from Islam

• World’s second largest religion, and the name means “submission.”
• Followers are called Muslims, “one who submits.”
• Surahs are chapters in the Qu’ran.
• The Hadith: main six books of Qu’ran and sayings of Muhammad.
• Mullah: A teacher in a mosque (holy building).
• Imam: Leader of prayer and worship in mosque.
• Sharia: Scriptural laws to guide behavior.
• Caliph/Caliphate: A spiritual and political ruler (such as the Caliph of Baghdad, after Muhammad) and the area ruled.
The History of Islam

- After Muhammad returned from the mountains, he returned and tried to preach to the people of Mecca.
  - He wasn’t welcomed and had to flee to the city of Medina.
  - This journey is called the “Hijra,” and it marks the beginning of the Islamic calendar.
- In 621 CE, Muhammad briefly ascended into heaven, learning more about prayer and leading people to the Islamic faith; this is called the Night Journey.
  - In heaven, he led all past prophets in prayer at the Temple Mount in Jerusalem, making it a holy city for the three main monotheistic religions. Later, this was the site of the Dome of the Rock.
- Muhammad’s teachings attracted followers outside Mecca, and he returned there and gained a peaceful surrender from the people (after a number of military engagements) in 630 CE.
The History of Islam

- In 632 CE, Muhammad died and ascended into heaven from what is now the Dome of the Rock in Jerusalem, also sacred to Jews and Christians.
  - Believed to be where once the Ark of the Covenant was housed and also where Abraham prepared to sacrifice Isaac (see Lesson 4).
  - Virtual tour: http://bridgingcultures.neh.gov/muslimjourneys/items/show/124
- Unfortunately, a division occurred over who would succeed Muhammad.
  - Ali, his son-in-law and cousin, led Shi’ite faction, of succession through bloodline.
  - Sunni faction kept to the Five Pillars.
The History of Islam

- Four caliphs led Islam after Muhammad.
- Under Caliph Omar (for about 10 years after Muhammad’s death), the Islamic empire spread to encompass Persia aka Iran (which would later become Shi’ite), Iraq, parts of the Byzantine Empire, central Asia, Syria, Egypt, parts of Spain, and North Africa.
  - Stopped in Europe by Charles Martel of the Franks at Battle of Tours in 732 CE.
  - See the earlier interactive map.
- Spain would spend a lot of time and money trying to push out Islamic forces.
- We will discuss the Crusades in Lesson 10.
- The Ottomans, once a Central Asian tribe, would conquer Byzantium in 1453 CE and rule a massive empire until just after World War I.
Contributions of Islamic Culture

- Coffee
- Medicine (Avicenna, aka Ibn Sinna)
- Architecture
- Philosophy and literature
- Preservation of Greek and Roman texts
- Connection of east and west (China to Europe) via economy
- Algebra
Connection of Islam and Africa

• The spread of Islam affected many African city states and kingdoms.
• The following slides are a short overview and don’t do justice to the many complex and diverse cultures.
  • More information about Africa is in HIST 1112.
• Islam connected African states to the broader east-west trade routes such as the Silk Road.
• One nation, Ethiopia, remained Christian despite Islamic incursions.
• Arabic laws and language introduced new ideas and structures to the various African political regions.
• Overview of African kingdoms and states: http://www.bu.edu/africa/outreach/kingdoms/
Ghana

- Military kingdom.
- As big as Texas; now, in the “curve” of Africa’s west coast.
- Center for gold trade; gold was basis of economy.
- Standing army of 200,000.
- Main city was Kumbi.
- Islamic state.
- Split into several smaller kingdoms around 1100 CE.
Mali

- Arose after Ghana.
- North-west Africa, just south of Algeria.
- Greatest leader was Mansa Musa; made pilgrimage to Mecca.
- Mali became larger than Ghana.
- Main city was Timbuktu.
- Thriving gold trade.
- Islamic state.
Axum (Ethiopia)

- East Africa, south of Egypt.
- Became a Christian state in 250 CE.
- Close ties to Byzantium (Greek Orthodox).
  - Also practice of Coptic Christianity.
- Adulis was main city.
- Gateway to trade in the east.
- Still exists today.
Benin

• Central West Africa, near Ghana.
• Led by the oba, who was considered to be a divine ruler.
• Height of empire was 15th century (1400).
• Known for great castings in bronze.
• Extensive trade with Portugal.
Great Zimbabwe

- South-east Africa.
- 1000-1400 CE.
- Huge walls and fortress; little remains today.
- Much elaborate decoration and carving.
- Economy based on the gold trade.
- Declined due to poor agriculture.
- Visual tour of what remains:
Songhai Empire

- Largest and last of the west African empires before colonial period, 1375 – 1590 CE.
- Capital at Gao, but also encompassed Timbuktu and Djenne, along the Niger River.
- Had been part of Mali Empire.
- Encouraged immigrants from other African states and also from Middle East to bring in knowledge and skills.
- Mostly agricultural, but profited from international trade in gold.
Conclusions

• Study Islam as both a spiritual practice and one that affects secular politics.

• Ask the hard questions (that we might ask about any religious group) regarding teachings versus actions.
  • While seeking knowledge from multiple, reliable sources is always important, critical thinking and analysis is even more important in this case.

• Remember that Africa has over 50 different language groups and is diverse in many ways, even though this lesson largely examines the major trading empires as they connected to the Middle East.
Lesson 10 Discussion

1. First, explain the basics of feudalism. Then, describe how King John of England disregarded these basic tenets. How did his nobles respond to his failure to serve as a good liege? (Hint: Magna Carta) The online content contains this information. There is also a link to the Magna Carta in the syllabus.

2. For far too long, history has not been particularly fair to the contributions of "barbarian" cultures like the Vikings (or Norse) and the Rus. What achievements did they in fact give to medieval society that had a lasting impact? Please consult the reading from the BBC on our lack of primary sources materials, other than literature, written by the Norse people to assist you in your answer.

4. Medieval thinkers struggled to balance the relationship between faith and reason, as you know from the readings. In fact, Averroes's "theory of the double truth" stated that the two types of knowledge were in direct opposition to each other. St. Thomas Aquinas took on the challenge of resolving this conflict in his writings. How did he accomplish this through his words?

5. I already know ALL about the bubonic plague, so no descriptions or whatever here. What I want to know is...what were three long-term effects of the Plague? Consider effects on the lives of scholars, economics, religious institutions, and the coming Renaissance. What might have happened if the Plague did not reach Europe?

6. In the slide, we discussed the "end" of the Middle Ages and historiography. Please listen to the question I pose in the narration on interpreting when the Middle Ages ended and why. Now, thinking like a historian, answer this question and offer your explanations.
Learning Objectives, Lesson 10: The Middle Ages (Included in Power Point)

Upon successful completion of this lesson, students should be able to:

- Describe the influence of the Catholic church on daily life and politics in the Middle Ages, including controversies between the sacred and the secular.
- Discuss monasticism, its system of rules, and the contributions of monks to the preservation of knowledge.
- Explain feudalism as a political system.
- Detail the causes and results of the bubonic plague and its lasting effects on medieval Europe.
- Outline the major battles and events of the 100 Years War.
- Detail the influence of scholasticism and the rise of universities, including the work of Abelard and Aquinas.
- Explain the impact of cultures outside mainland Europe, such as the Norse and the Ottomans.
Lesson 10 Reading Links

a. The Magna Carta:
https://www.archives.gov/exhibits/featured-documents/magna-carta

b. Sources of Viking History:
http://www.bbc.co.uk/history/ancient/vikings/evidence_01.shtml

https://legacy.fordham.edu/halsall/source/aquinas2.asp

d. Brown University on The Black Plague:
https://www.brown.edu/Departments/Italian_Studies/dweb/plague/

e. National Endowment for the Humanities on Joan of Arc and the 100 Years War:
Lesson 10 Terms to Know

Arian Heresy
Battle of Agincourt
Battle of Crécy
Battle of Formigny
Book of Hours
Book of Kells
bubonic plague (all three types)
canonical law
Charlemagne
Charles Martel
Council of Nicaea
Crusades
ecumenical
feudalism
fief
Gothic cathedrals
Great Schism
Hildegard von Bingen
Historiography
investiture
Joan of Arc
King John of England
Magna Carta
monasticism
Lesson 10 Thought Questions

1. Why was there a conflict between the sacred and the secular in the Middle Ages? How did Christianity affect the lives of people in this time period? Use specific incidents and examples to answer this question.

2. What were the causes and key events of the 100 Years War? Be sure to include the end results in your answer.

3. How did monasticism influence everyday life in the Middle Ages? How did it contribute to the rise of universities and scholasticism?

4. Using your developing skills in historiography, discuss when the Middle Ages began and ended. Provide evidence to support your thoughts.
Lesson 10 Video Links

**Crash Course, Dark Ages:** https://www.youtube.com/watch?v=QV7CanyzhZg

**Crusades:** https://www.youtube.com/watch?v=X0zudTQelzI

**Venice and the Ottomans:** https://www.youtube.com/watch?v=UN-II_jBzzo

**History Summarized, The Vikings:**
https://www.youtube.com/watch?v=jjCcSQV1Epc&t=503s

**The Samurai:** https://www.youtube.com/watch?v=QdYi62xig_Q&t=644s

**Disease:** https://www.youtube.com/watch?v=1PLBmUVYYeg
LESSON 10:
THE MIDDLE AGES

Dr. Dee McKinney, Professor of History
HIST 1111
Western/World Civilization to 1648
(With special thanks to my son and future medical doctor/epidemiologist, Ian Marchinton, for the delightful information on the Bubonic Plague)
Learning Objectives

• Upon successful completion of this lesson, students should be able to:
  • Describe the influence of the Catholic church on daily life and politics in the Middle Ages, including controversies between the sacred and the secular.
  • Discuss monasticism, its system of rules, and the contributions of monks to the preservation of knowledge.
  • Explain feudalism as a political system.
  • Detail the causes and results of the bubonic plague and its lasting effects on medieval Europe.
  • Outline the major battles and events of the 100 Years War.
  • Detail the influence of scholasticism and the rise of universities, including the work of Abelard and Aquinas.
  • Explain the impact of cultures outside mainland Europe, such as the Norse and the Ottomans.
Huge Span of Time

- This period, a cornerstone of the course, covers a wide geographic area and events from 400 CE to 1400 CE.
- Key themes in this long lesson:
  - The influence of the Catholic church.
    - Monasticism, the Crusades, conflict with secular powers.
  - The rise of the feudal political system.
    - An immutable system that did change over time to give rise to a middle class.
  - People I call “movers and changers,” such as the effects of migratory cultures such as the Norse and the Ottomans.
  - Disease, which was both a setback and a force of change.
  - Changes in learning, via the rise of universities, humanism, and scholasticism.
  - While the focus is Europe, I have included a video about the samurai in Japan because of their unique feudal system.
When did the Middle Ages begin?

- Matter of some historical debate:
  - 476 CE: Last “Roman” Emperor, Romulus Augustus, is probably a good guideline.

- Why was it called, in some cases, the “Dark Ages”?
  - Imagine the utter loss of Roman culture and technological advancement (like post apocalypse):
    - No more well-made roads.
    - Few cities (small villages for the most part).
    - People became “tribal” in thought—let me explain.
      - With lessened contact with the rest of the world, people’s worldview became insular.
      - They “knew” their families and those in their villages, and maybe the village five miles away, but when strangers appeared—they could pose danger.
      - Life became “defensive” because exploration of the unknown could be deadly.
The Rise of the Church

• The rise of the Catholic church (often, just “the Church”), is critical to understanding the Middle Ages.
  • After the Edict of Milan (see lesson 8), Christianity became a promoted religion in Rome.
  • 325 CE: Council of Nicaea, which outlined key Church doctrine:
    • Was Jesus Christ fully human, fully divine, or both? This had been debated in the Arian Heresy, which said that Jesus had a “beginning” because he was born as a human and thus was less divine than God the father. Council disagreed and settled on the word “Begotten,” meaning that Jesus was human by birth yet fully divine.
    • Creation of the Nicene Creed—see this link for the document: https://www.episcopalchurch.org/page/creeds (Episcopal version)
  • Separation of Easter from Passover.
  • Canonical Law: The laws of the Church.

• Many other ecumenical councils followed (ecumenical means gathering of church leaders to decide policy; the bishops were the attendees here).
Conversions

- As you recall, Constantine converted to Christianity on his death bed.
- In 381, the Roman emperor Theodosius made it the state religion.
- Other major leaders in Europe eventually followed:
  - 386 CE: Augustine of Hippo, a major Christian writer and resident of north Africa.
  - 500 CE: Clovis, King of the Franks.
  - 600 CE: Æthelberht of Kent (England).
  - 1000 CE: Olaf of Norway.
- This made Christianity quite important in medieval society.
What made Christianity appealing?

- The idea of community that was in some sense equal for rich and poor alike.
- Compassion for those in need—the sick, widows, orphans, and so on.
- Promise of an afterlife (resurrection).
- A clear set of guidelines for behaviors.
  - This included a “service” (Mass) where all could attend and participate.
- Doctrine of forgiveness.
- Some sense of continuity from Rome.
- All of these things appealed to the people of the Middle Ages, about 90% of whom were peasants and lived a hard life.
The Role of Monasticism

- While monks (holy men of the Church living alone to work and pray) was not new, St. Benedict of Nursia took this lifestyle to a new level.
- He was born in the latter days of Rome; founded the monastery of Monte Cassino in 529 CE.
- Compared to previous monks, he promoted moderation.
- Benedict also acknowledged the rule might be modified over time.
The Role of Monasticism

• A brief outline, centered in “ora et labora” (Prayer and work):
  • Patience to share the passion of Christ.
  • The abbot (head monk) acts as a father, and the monks are all brothers.
  • Care of the community, especially the sick, poor, and widows.
  • Obedience to the abbot and church leaders.
  • Humility and moderation.
  • Following the canonical hours of the day to honor God.
  • Giving up all worldly goods (and earthly pleasures).
  • No violent behavior.
  • Chances for forgiveness or punishments for rule breaking.
• A number of other monastic orders mirrored Benedict.
The Role of Monasticism

• Promoted literacy:
  • Had novice monks as well as noble pupils who received formal education.
  • Preserved knowledge through written records.
• Learned Latin, grammar, rhetoric, logic, and religion
• Rural settings where they made an impact on the life of peasants as well as nobles.
  • Jobs for laypersons (builders, etc.)
  • Centers of economic stability
    • Most monasteries had a trade, such as beekeeping or bread making.
  • Healing of the sick
• Out of monastic schools came the rise of universities.
The Rise of Universities

- Began as monastic or church-based schools for noble pupils.
- Italy
  - Bologna, 1088 CE: Law.
  - Salerno: Medicine, 9th century.
- France
  - Paris School, 1150 CE: Peter Abelard.
- Universities grouped together many academic disciplines: law, theology, medicine, philosophy.
- Goal was to find rational answers and explanations.
  - This would be important in the Renaissance.
Medieval Politics

• Start with 750 CE and move the marker through 10th, 12th, and 14th centuries to see changes in Europe: [https://www.timemaps.com/history/europe-750ad/](https://www.timemaps.com/history/europe-750ad)

• The main system of governance in Europe was feudalism.

• Characteristics of feudalism:
  • A system of “obligations” between a king, vassals who served under him and held land (a fief), and peasants who worked the land for the vassal.
    • The vassal swore a sacred oath of fealty. He may receive a noble title in addition to land, from which there was some income.
  • In times of war, the vassals were obligated to come to the king’s call to fight.
  • The peasants were supposed to be protected and given basic sustenance; they had an allotment of land to farm for their own.
Medieval Politics

• Examples of the feudal system:
  • Kingdom of the Franks/Carolingian Empire:
    • Had been part of Roman Empire.
    • Charles Martel and his grandson Charlemagne solidified the French feudal system.
      • Set up knights who served and held/managed his lands, but had to report directly to him on a regular basis.
      • Land divided amongst these knights.
  • English System:
    • When William of Normandy (who, ironically, was descended from a Viking) conquered the Anglo-Saxon Kingdom of England and defeated Harold Godwinson in 1066, he divided up the country much like Charlemagne had done.
    • King was at the top of the hierarchy; lords/vassals held land in fief and supervised peasants on land.
    • Vassals could be summoned at any time for military service.
Medieval Politics

• Kings had various ways to keep vassals under control:
  • Marriage of their children by permission only, to the advantage of the king.
    • He, too, could marry to gain land and wealth.
  • Gifts (or the lack thereof) to vassals because it was not cheap to be one:
    • Fortification of fief.
    • Upkeep of fighting equipment and horses.
• Power did not belong to the “people.”
  • It was in the hands of the kings, the vassals, and also the Church.
  • Women and peasants had few rights.
    • English peasants led a rebellion in 1381, but not really effective.
• What happened when vassals were unhappy?
  • They could stage an uprising and demand concessions, such as with King John of England in 1215, leading to the Magna Carta, which you will read.
Conflicts between Sacred and Secular

• It should come as no surprise that the medieval kings came into conflict with the leaders of the church.

• Key issues:
  • Investiture: Who could appoint bishops, who were local church officials? Was it the king or the pope?
    • Pope Gregory VII vs. Holy Roman Emperor Henry IV.
    • Was not resolved until 1122, Concordat of Worms, which took away the power from secular rulers
    • Similar issues in England with King Henry II and Thomas Becket.
  • Church property:
    • King John of England seized church lands after being placed on certain restrictions by pope. He lost and had to pay fine.

• So—the Church tended to be victorious, and that leads us to the Crusades.
The Crusades

- 1095 – 1291.
- Series of eight ventures in the Holy Land to reclaim it from the Muslims (aka Saracens).
- First “call to action” by Pope Urban II in 1095.
  - Chance for religious recognition.
  - Also an opportunity to travel, perhaps gain fame and fortune.
  - Chance to gain an indulgence, a forgiveness of serious sin.
- Really, a bloody mess.
  - Massacre of Jews in cities on the way to Jerusalem, as well as some Orthodox Christians.
  - Rape, pillage, and burn.
- Interactive map of the Crusades:
- In fact, the Muslim Saladin was considered to be a more honorable opponent than a number of Christian knights.
Aftermath of the Crusades

• Left both sacred and secular powers weaker.
• Damaged the economy.
• Europe was gradually starting to shift some thinking, thanks to ancient Greek and Roman writings brought back from the Middle East.
• Then, the bubonic plague hits, spread by rats and fleas on the rats.
  • Check out the spread of plague:  
  • And if you want something gross:
The Black Death

- A long *pandemic* of plague that ravaged Europe and east Asia.
- Up to 200 million people in total killed, peaked in the 14th century. About 23 million died before the bacteria even reached Europe.
- Many think that it started in Asia, then spread along trade routes like the Silk Road or ship lines.
  - Famously, Mongols used their infected dead as catapult ammo to siege the city of Theodosia/Feodosia.
- In the past, infection = death—without extreme luck (the body fights it off, or you somehow got treated by miraculous medicine).
The Black Death

• Types of plague:
  • Bubonic-
    • The most well known, and has the most visible effects.
      • Large, black, swollen lumps (lymph nodes), sprouting from the armpits, neck, groin, etc. Called “buboes”, or just “bubo.”
      • Terrified villages. Occurs when bitten by fleas who bit infected animals/people—fleas often resided on messengers and couriers.
      • 80% mortality within a week, if you were in perfect health.
  • Pneumonic-
    • Spread through the air, infected lungs.
      • Caused blueness under fingernails, on lips.
      • Occurs when the bacteria is inhaled. 95% mortality, if you were in perfect health.
  • Septicemic-
    • Least known, but most painful.
      • Blackening of limbs (called gangrene), massive long-term bruising, bleeding from orifices, etc.
      • Really scary to family of infected, considered the most terrifying but not the most widespread. If you were lucky, you might’ve died before any of the symptoms started. Horrible, but true.
      • ~100% mortality, even if you were in perfect health.
The Black Death

• As Europe suffered from the plague, fear also infected many people.
• Since bacteria’s existence wasn’t known, many individuals blamed Jews for the believing they poisoned wells, for example.
  • Also, people with unrelated skin conditions (like acne) were also persecuted.
• Many pious people assumed that the plague was the result of God’s anger.
• Many economies and trade routes collapsed, as everybody wanted to get away from everybody else—think of a zombie movie.
  • Would you want to be near a person who *could* be infected?
The Black Death

• The culprit: *Yersinia pestis*
• We know that the pathogen responsible is *Yersinia Pestis*, a gram-negative bacteria.
• All three types of plague are from this one bacteria, but are caused by the bacteria attacking different parts of the body (usually based on how it gets in.).
• If you were *really* unlucky, you could possibly get multiple types at once.
External Influences

• Ottoman Turks: Had been a nomadic people from central Asia who moved westward.
  • Began taking territories of Byzantium in 13th century and conquered it in 1453.
  • Emerged as a powerful empire through the rule of Suleiman the Magnificent in the 16th century, when he stretched borders to Europe.
  • Considerable cultural influences in mathematics, art, and architecture.
• Norsemen (Vikings):
  • Sailed from Norway, Sweden, and Denmark, attacking coastal areas of England, France, and Ireland.
  • Non-Christian for many years.
  • Remarkable ship building and sense of law and justice, but seen as “primitive” and cruel by those conquered.
  • Had impact on law and language.
  • See video for this lesson.
Changes in thinking

• The Black Death killed off many thinkers and scholars, such as Thomas Bradwardine, an English mathematician and physicist.

• However, some advances were made in medicine because people began to wonder, “What caused this? Could we prevent it?”
  • Way before the concept of germ theory, but the questions were there.

• People lost faith in the power of the Church as well as the secular governments.
  • A “Great Schism” occurred in the Church, to the extent that there was a French pope and an Italian one in 1378.
Changes in Thinking

• John Wycliffe: English scholar who attacked the Church and urged Christians to follow the Bible as sole source of divine knowledge, rather than the pope; this was a foreshadowing of the Reformation (Lesson 12).

• Scholasticism: Emerged from the rise of universities.
  • Use of dialectical reasoning, or disputation between two or more debaters on a given subject.
  • One topic was how to reconcile the masterful thinking of “newly discovered” Greek and Roman philosophy with Christianity.

• Key thinkers:
  • Peter Abelard (France): Monk, teacher, and writer on ethics and art of dialectic thinking; married to Heloise, his student, but forced her to a nunnery, where she was every bit his intellectual equal.
  • Thomas Aquinas: Wrote *Summa Theologica*, stated that pure reason is found in God, and noted the four prime virtues of prudence, temperance, justice, and fortitude.
The 100 Years War

- Perhaps the culminating military event of the Middle Ages.
- Relates back to the fact that William, Duke of Normandy, who conquered England in 1066, still had lands in France.
- Thereafter, English kings held French properties (sometimes by marriage) and fought to keep them.
- In 1327, Edward III became king of England, and his mother was French.
- France had no direct heir of their prior king, only a cousin, Phillip of Valois, who was a good candidate due to his life in France and “salic law,” meaning heirs from the female line cannot inherit.
The 100 Years War

• Edward III attacked Phillip in 1346 at Battle of Crécy.
  • Scroll down this link to see battle map: http://militaryhistorynow.com/2015/05/07/the-battle-of-crecy-an-interactive-look-at-englands-1346-victory-in-europe/
  • Decisive English victory, in part due to the work of their long bows (easier to reload than a crossbow).
  • 300 English dead compared to 30,000 French.
• In 1415, a similar victory was won by English King Henry V at Agincourt.
  • Large percentage of bowmen mowed down mounted French cavalry.
  • 600 English dead compared to about 8000 French.
  • Henry married the daughter of the king of France.
The 100 Years War

• However, within 15 years, French reversed their losses.
  • Joan of Arc led French troops for new king, Charles VII, at Orleans.
    • He let her get captured and burned by the English, who were weaker in part because their king, Henry VI, was only 8 years old.
    • England also was about to be embroiled in a long civil war, the War of Roses, with rival factions competing for the throne.
      • Wow, does this sound familiar?
    • English had no strong leader, so they fussled over where to attack.
  • Meanwhile, the French have strong victories at Battle of Formigny, where they retake major territories.
  • While some skirmishes continue, this more or less ends the War, as the English now have problems at home.
• Timeline and Maps of the 100 Years War: 
  http://www.emersonkent.com/wars_and_battles_in_history/hundred_years_war.htm
Art and Architecture in the Middle Ages

• This lesson would be remiss without mentioning some of the amazing art and architecture from 500 – 1400 CE:
  • Gothic cathedrals, including Notre Dame, Chartres, and Westminster Abbey: https://www.architecturaldigest.com/gallery/best-gothic-cathedrals
  • The music of Hildegard von Bingen: https://www.youtube.com/watch?v=Q8gK0_PglgY
  • The plague paintings and masks: http://www.artsology.com/grunewald-crucifixion.php
  • Books of Hours: http://special.lib.gla.ac.uk/exhibns/month/dec2006.html
  • And my favorite, the Book of Kells: (be patient, it takes a while to load) http://digitalcollections.tcd.ie/home/index.php?DRIS_ID=MS58_003v
Capstone Study for Lessons 10-12

• In lessons 1-8 in particular, we discussed the difference between primary and secondary sources.
• Historiography will be the focal point for the last lessons of the course.
  • It is the scholarly study of historical sources and critically evaluating them, inasmuch as possible, without bias.
  • This includes interpretation of sources.
  • Some historians use different “lenses” to study history, such as the lens of economics, psychology, or gender.
  • When historians write about history, creating secondary sources, they must rely on primary sources of course, but also look at the writings of historians who came before them via secondary sources.
  • Some subjects are, in my opinion, particularly hard to tackle.
When did the Middle Ages end?

• Some historians suggest 1453 CE, when Byzantium fell to the Ottoman Turks, and this is a noteworthy year.
• Others suggest it was the end of the War of Roses in England, in 1485.
• Another view is that the start of the Renaissance in Italy around 1400 with the rediscovery of classical Roman and Greek works.
• Another viewpoint is that the effects of the Bubonic Plague, around 1350, stimulated economic growth and change, including the gradual end of feudalism.
• If you were thinking as a historian, what would you answer and why?
Conclusions

• The Middle Ages were a complex time period in history, culturally, politically, and socially.
• While some might argue there was a “loss” of learning, the persistence of monasteries, scholasticism, advances in architecture and agriculture, and the emergence into the Renaissance show otherwise.
• Oddly, the deep decline in population opened opportunities for a growing middle class of artisans.
• Looking broadly, consider this period as one of recovery from the loss of the Roman Empire and rebuilding to greater things to come.
Lesson 11 Discussion

1. The War of the Roses was a complex and long internecine conflict in England that ended with the victory of Henry VII (father of Henry VIII) taking the throne. Give an overview of the conflict using the link in your syllabus. How did an unlikely candidate like Henry Tudor (Henry VII) come to claim the throne?

2. Describe the effects that Cushing’s Syndrome and McCleod Syndrome had on the death of Henry VIII (though historians cannot yet prove he had them, the evidence is compelling, as you will see from the readings). What effect did these diseases possibly have on his inability to produce a healthy male heir?

3. What attributes did Machiavelli ascribe to an ideal “prince”? Please give at least three to five specific examples from the reading link in the syllabus.

4. Choose one of the artistic pieces (fine art, such as sculpture or painting) from the Italian Renaissance (or you can look at the Northern Renaissance if you prefer) from the links provided. What is the name of the piece, and who created it? Why does it appeal to you?
Learning Objectives, Lesson 11: The Renaissance (Included in Power Point)

Upon successful completion of this lesson, students should be able to:

- Explain in detail how the Renaissance was a time of rebirth of ideas and why it began in Italy.
- Use examples from England, Spain, France, and Italy to show Renaissance works in literature, fine art, architecture to show the advancement of new ideas and perspectives.
- Discuss the political situations in France, Spain, and England, comparing these to the “city-state” and patronage system in Italy.
- Consider historiographical perspectives on the Renaissance through primary and secondary sources.
- Detail humanism and its role in contributing to ideas of the Renaissance.
Lesson 11 Reading Links

a. Henry VIII's Genetic Issues:
http://www.medicalbag.com/what-killed-em/henry-viii/article/486659/

b. Excerpt from The Prince:
https://legacy.fordham.edu/halsall/source/prince-excerp.asp

c. War of the Roses:

d. Italian Renaissance Art:
http://www.italianrenaissance.org/
Lesson 11 Terms to Know

Battle of Bosworth Field
Cosimo de Medici
Da Vinci
Doge
Duchy of Burgundy
Erasmus
Ferdinand and Isabella of Spain
Flanders
Florence
Francis I (of Valois)
Henri IV (of Navarre)
Henry Tudor (Henry VII)
Holy Roman Empire
Humanism
Michelangelo
Milan
Naples
Petrarch
Printing press
Raphael
Renaissance
Renaissance Man
Rome
Spanish Armada
Lesson 11 Thought Questions

1. Why did the Renaissance begin in Italy? Trace the progress of the Renaissance from the Italian city-states northward and justify your answer with specific examples.

2. Explain the political situation in the Holy Roman Empire during the Renaissance. Why was it, in some ways, a weaker state than England or Spain?

3. Describe the work of the key humanists Petrarch, Erasmus, and More. Compare and contrast their ideas about the human condition, commenting on how religious beliefs intersected with humanism.
Lesson 11 Video Links

Crash Course, Renaissance: https://www.youtube.com/watch?v=Vufba_ZcoR0
LESSON 11: THE RENAISSANCE

Dr. Dee McKinney, Professor of History
HIST 1111
Western/World Civilization to 1648
Learning Objectives

• Upon successful completion of this lesson, students should be able to:
  • Explain in detail how the Renaissance was a time of rebirth of ideas and why it began in Italy.
  • Use examples from England, Spain, France, and Italy to show Renaissance works in literature, fine art, architecture to show the advancement of new ideas and perspectives.
  • Discuss the political situations in France, Spain, and England, comparing these to the “city-state” and patronage system in Italy.
  • Consider historiographical perspectives on the Renaissance through primary and secondary sources.
  • Detail humanism and its role in contributing to ideas of the Renaissance.
What was the Renaissance?

• A revival of urban life where cities were more interconnected.
• A renewal of interests in the scholarship of ancient Greece and Rome.
• A time when the idea of humanism became prevalent, and the absolutism of both sacred (the Church) and secular power was questioned.
• A magnificent flourishing in the arts, scientific study, and economics.
• While the word means “rebirth,” people of the time period did not use it.
Why did the Renaissance begin in Italy?

• First, let's clarify that there was no “Italy” (nor “Germany,” for that matter).
  • “Italy” was a large group of city-states in the Italian peninsula, including
    • Florence: Ruled by the de Medici family.
    • Rome: Ruled by the Pope (aka as the Bishop of Rome).
    • Venice: Ruled by the Doge, elected by city’s aristocracy.
    • Milan: Ruled by the Sforza family.
    • Naples: Ruled by various kings (several from French families) and expanded to include Sicily.
  • See this basic, but clear map (can choose time periods to compare): https://www.timemaps.com/history/italy-1453ad/
Why did the Renaissance begin in Italy?

- Money: Especially in the northern city-states, many of which had ports, economic stability played a role.
  - This created a solid social class that may or may not have been “noble,” but had immense power due to their trading and investments.
  - They also practiced “patronage,” by funding artists and scholars to improve the cities.
    - The most famous of these were probably the de Medicis, and their founder Cosimo; their contributions included major building projects and sponsoring artists like Michelangelo and Da Vinci.
- City states had not been quite as affected by events such as the 100 Years War.
  - There was inter-city strife, but also long periods of peace.
  - Also, intermarriage amongst the families of various cities.
The role of humanism

- While scholastics like Thomas Aquinas were pre-occupied with reconciling Christian theology with Greek and Roman philosophy, humanists instead focused on what it meant to be a “good” human being.
- Key ideas on this were:
  - Being virtuous, having a wide variety of skills and knowledge (not just politics), and possessing eloquent speech and behavior, as best exemplified in *The Book of the Courtier*, written in 1516.
  - Humans should strive to be the best they can be, always practicing to become better.
  - Humans (even women) should be well educated and fluent in multiple languages.
  - Humans should also not neglect the arts, such as painting and music.
- All of these ideas culminated into what we still today call “The Renaissance Man.”
Northern and southern humanism

• Founder of the humanist movement in Italy was Petrarch, who was among the first collector and translator of ancient Greek and Roman writings.
  • His influence affected other Italian humanists starting in the mid-1300s.
• However, later, the movement spread northward into both the Netherlands and England.
  • Erasmus (1466-1536): Dutch humanist and Catholic scholar who wrote on free will and the intersections of humanism and Christianity. *In Praise of Folly* is among his works.
• So, you can see how the Renaissance began in Italy, but spread as time passed.
Political Events in the Renaissance

- England and the War of the Roses
  - Two houses, Lancaster (badge with red rose) and York (badge with a white rose) contended for the throne.
  - Series of battles over about 40 years, ending in 1485 with the Battle of Bosworth Field.
  - Several kings, including Henry VI (remember him from previous lessons, who was ill most of his life; Edward IV (York) whose brief reign left two young princes in the Tower (his sons, Edward and Richard) as the only heirs.
    - Were they killed by Richard III, brother of Edward IV, or someone else?
    - Fate is still unknown.
  - Henry Tudor (Henry VII), who had been more or less out of the line of succession, fought and killed Richard III at Bosworth and started the Tudor dynasty (Henry VIII, Edward VI, Mary I, Elizabeth I).
Political Events in the Renaissance

• Spain
  • Much of the country had fallen under influence of Muslim armies.
  • Two sections of Spain united with the marriage of Ferdinand of Aragon (and Sicily) and Isabella of Castile.
  • Spain became a major naval power and sent many expeditions to the New World and east toward India.
    • You’ve probably heard of Christopher Columbus.
  • Spain also remained a strong Catholic nation in the upcoming Reformation and Counter-Reformation (see next lesson).
    • Expelled Muslims and Jews in early 16th century.
  • Spanish Prince Philip married Mary I, daughter of Henry VIII of England, and after her death, sent the Spanish Armada to invade England in 1588, where they suffered a humiliating defeat.
Political Events in the Renaissance

- The Holy Roman Empire (HRE)
  - As you may recall, it had origins in the end of the reign of Charlemagne in 9th century.
  - Was a series of many small duchies, cities, counties, and so on, with individual rulers and no real consensus.
    - They did elect the Emperor.
  - The Holy Roman Emperors were usually from a single family, the Hapsburgs, but they were weak politically and had little power to unite the various parts of the empire effectively.
  - The HRE continued to be fragmented, especially during the Reformation with increasing religious dissent.
    - Finally was more united in late 18th century by Napoleon.
    - Did not become a united “Germany” until 1871.
Political Events in the Renaissance

• France
  • Largely influenced by the work of Italian Renaissance artists and thinkers.
  • France had been weakened by both the 100 Years War and the Black Death.
    • The duchy of Burgundy emerged as a major political center, with a rivalry with the Holy Roman Empire.
  • The “county” of Flanders (modern-day Belgium) was also a powerful entity with ties to France, a center of banking and trade.
  • Francis I of the House of Valois, surrounded by Hapsburgs in Spain and the HRE, as well as enemies in Italy, made a bold move by trying to arrange peace treaties with England and (quite stunning) the Ottoman Empire, in early-mid 1500s.
  • Henri IV (of Navarre) led France by starting a new dynasty, the Bourbon kings, and trying to keep peace by converting to Catholicism.
Renaissance Masterpieces

• Painting:
  • Raphael: Famous for his Madonna works, early 1500s. Also decorated parts of the Vatican for Pope Julius II.
  • Leonardo da Vinci: Few works have survived, but they include *The Last Supper* and *Mona Lisa*.
Renaissance Masterpieces

• Michelangelo: Sculptor and painter. Perhaps his most famous works are the frescoes (recall those from Crete) on the ceiling of the Sistine chapel.
  
  • Virtual tour of the Sistine Chapel: http://vatican.com/tour/sistine_chapel_3D
  • Statue of David (which is quite tall):
Renaissance Masterpieces

- St. Peter’s Basilica, begun in 1506.
- Finished just over 100 years later.
Renaissance Masterpieces

• Poetry and literature.
  • Works of Shakespeare:
    • “It is not in the stars to hold our destiny but in ourselves.” (Julius Caesar)
  • François Rabelais: *La vie de Gargantua et de Pantagruel*.
  • Machiavelli: *The Prince*.
  • Boccaccio: *The Decameron*.
  • Dante: *The Divine Comedy*.
  • Christine de Pizan: *The Book of the City of Ladies*.
  • Miguel de Cervantes: *Don Quixote*.
  • Why were these available? The printing press! (Guttenberg, 1445)
  • Read more about Renaissance literature: [http://westernreservepublicmedia.org/middleages/reform_art.htm](http://westernreservepublicmedia.org/middleages/reform_art.htm)
Interpreting the Renaissance

• Continuing our discussion of historiography, think of sources you would use:
  • Art history interpretations.
  • Literary criticisms and papers.
  • Examining the original writings, such as *The Prince*.

• Carl Jacob Christoph Burckhardt (*The Civilization of the Renaissance in Italy*). Offered a 19th century German perspective.

• Charles Homer Haskins (*The Renaissance of the Twelfth Century*). Offered an early 20th century American perspective.

• How would their views be quite different?
Conclusions

• Renaissance was indeed a rebirth.
• A magnificent combination of newfound knowledge mixed with rediscovery of classical wisdom.
• Spread from Italy northwards, inspiring writing, painting, and other forms of art we still treasure.
• A time of questions—and the fact that people gave themselves permission to question.
• These questions, though, will lead to a rather decisive clash between church and state, or, if you will, church vs. church, during the Reformation and Counter-Reformation.
Lesson 12 Discussion

1. Read the 95 Theses of Martin Luther, link in your syllabus. What was he asking the Church to consider changing? Please be sure to consider the roles of faith, deeds, indulgences, and simony in your answer.

2. Now, read the Jesuits’ responses to the Protestant Reformation. How did they seek to reform the Catholic Church and launch a "counter-reformation"? See the link in your syllabus. What was the aim of the Jesuits?

3. The beginning and end of the Thirty Years War is the last major event we discuss in this course. Consult the "Defenestration of Prague" document listed in your syllabus. Why was the war fought, and what did it resolve?
Learning Objectives, Lesson 12: The Reformation (Included in Power Point)

Upon successful completion of this lesson, students should be able to:

- Identify the causes of the Protestant Reformation on the European continent and in the British Isles.
- Detail the precursory reformers and writers who influenced the Protestant Reformation before Luther.
- Compare and contrast the religious views of Luther, Calvin, and Zwingli.
- Explain how secular politics, especially the growing tide of nationalism, influenced the Protestant Reformation.
- Describe the major changes in church policy during the Catholic Counter-Reformation, including the work of Loyola and the Jesuits.
- Provide an overview of the major events of the Thirty Years’ War and the terms of the Treaty of Westphalia.
Lesson 12 Reading Links

a. Martin Luther, 95 Theses:
http://www.americancatholictruthsociety.com/docs/95Theses.htm

b. Jesuit Relations with Others: A Letter of St. Ignatius:
http://www.library.georgetown.edu/woodstock/ignatius-letters/letter1

c. The Defenestration of Prague:
Lesson 12 Terms to Know

Act of Supremacy
Anabaptists
Anglican
Animism
Bohemia
Book of Common Prayer
Capuchins
Cardinal Richelieu
Catholic Counter-Reformation
Charles V (Holy Roman Emperor)
Council of Trent
Diet of Worms
Divination
Elizabeth Tudor (Elizabeth I of England)
Ginolamo Savanarola
Gustavus Aldolphus (of Sweden)
Henry VIII (of England)
Holy Roman Empie
Ignatius Loyola
Indulgences
Inquisition
Jesuits
John Calvin
John Hus
Lesson 12 Thought Questions

1. Compare and contrast the Protestant Reformation in continental Europe with the Reformation in England and Scotland. How were the two movements decidedly different, and what were the end results?

2. Why did the Thirty Years' War occur? What nations and states were involved, and what were the eventual outcomes for the Holy Roman Empire?
3. Describe the key points of Martin Luther’s theology. How did his view of reform differ from that of Calvin?

4. Why did the Reformation begin in the German states? How did the politics of the Holy Roman Empire affect the progress of the Reformation?

5. Describe the renewal of the Catholic church during the Counter-Reformation. Why did it take a long period of time for reforms to begin during the Council of Trent? How did the Jesuits affect the progress of the Counter-Reformation?
Lesson 12 Video Links

Crash Course, Reformation: https://www.youtube.com/watch?v=1o8oIELbNxE

Crash Course, Russia and the Mongols:
https://www.youtube.com/watch?v=szxPar0BcMo
LESSON 12:
THE REFORMATION

Dr. Dee McKinney, Professor of History
HIST 1111
Western/World Civilization to 1648
Learning Objectives

• Upon successful completion of this lesson, students should be able to:
  • Identify the causes of the Protestant Reformation on the European continent and in the British Isles.
  • Detail the precursory reformers and writers who influenced the Protestant Reformation before Luther.
  • Compare and contrast the religious views of Luther, Calvin, and Zwingli.
  • Explain how secular politics, especially the growing tide of nationalism, influenced the Protestant Reformation.
  • Describe the major changes in church policy during the Catholic Counter-Reformation, including the work of Loyola and the Jesuits.
  • Provide an overview of the major events of the Thirty Years’ War and the terms of the Treaty of Westphalia.
Reflections on religion

• As the last lesson of this course, which deals with religious dissent, let’s reflect back on religion in a scholarly manner.

• What is religion?
  • A belief system relating to a higher power (or powers) through which one learns a system of morals and accepted behaviors.
  • Consider how this applies to the many belief systems we’ve discussed.

• Common features:
  • Sacred writings or stories about humans’ relationships with higher powers.
  • What happens to humans in the course of their lives and deaths and, for some, in the afterlife.
Reflections on religion

• More commonalities:
  • Animism: The existence of spirits or spiritual beings.
    • Some religions believe all things, even natural objects we can touch and feel, like trees and rivers, have spiritual natures.
    • Spirits are often believed to have the ability to influence humans or other earthly beings.
  • Magic: Anthropologists and other social scientists don’t use this word to mean “spells” or pulling rabbits out of hats.
    • Rather, it is the use of rituals, symbols, or special sacred objects called fetishes in hopes of invoking intervention from the higher power(s) prominent in the religion.
  • Divination: These are prophecies and predictions, often from ancient times, that affect the present or future (remember the Oracle of Delphi).
    • You might also recall our previous lessons on the I Ching from China.
    • Remember also that prophets held an important position in Judaic society.
Reflections on religion

More commonalities:

- Taboos: These are rules and prohibitions that govern not only a culture’s religion but also their societal rules in general.
  - The forbidding of eating pork among Muslims and Jews is one example of a religious taboo.
  - Some taboos have a basis in modern science, even if the prohibitions seem not to have specific reasons at the time they developed.
  - We now know, for example, that eating certain meats that are improperly prepared can lead to serious illness and death.
- Totems: Usually, totems are animals or other objects in nature which a particular culture adopts as its special symbol of kinship.
- Sacrifice: Whether animals or items of monetary value, many religions offer gifts to worship their god or gods as a sign of respect or appeasement.
  - Some religions believe sacrifices “feed” spirits to keep them content.
  - Others make sacrifices for the improvement of their religious home and community, or for the benefit and well being of others who are needy or sick.
Reflections on religion

- More commonalities:
  - Myth: Myths are the sacred stories in written and/or oral form of various religious traditions.
    - Focus on a variety of topics, including human interactions with a higher power (or powers), social mores, origins of the world, and the experiences of the afterlife.
    - Are taught and passed along from generation to generation.
    - The word “myth” implies no disrespect for those who believe deeply and literally in the sacred stories of their chosen religion; it is simply a term anthropologists and historians use to distinguish one aspect of religion from another.
  - Rituals: Special ceremonies, celebrations, and other observable practices that are part of a given religion.
    - Rituals range from simple to complex; some are available to any practitioner of the religion, while others are limited only to the religion’s holy persons or those with special training.
    - Rituals are often communal (done with others), and many involve the use of physical objects and holy symbols during the ceremony.
  - Rites of passage: Special rituals that occur at specific and significant points in a person’s life. These may include birth, puberty, and death.
    - Circumcision, baptism, marriage, and last rites are common rites of passage.
  - Ancestor veneration: Whether through hallucinogenic dreams, prayers, or burning of incense, many religions worship or honorifically name deceased ancestors and family members during worship ceremonies.
    - Reasons are varied, from giving peace to those who may have died unhappily to merely keeping their memory alive through prayers.
Keep these terms in mind…

• Now that you have contemplated this brief review of religion and religious practices, let us move forward into the historical events surrounding some of the most important changes in Christendom.

• As you read, think about how some of the characteristics of religion change greatly during the Protestant Reformation and Catholic Counter-reformation.
Before Martin Luther...

- **John Wycliffe** (est. 1320-1389), scholar at Oxford University in England.
  - Made the first official translation of a Latin version of the Bible called the *Vulgate* into English (or rather “Middle English,” an archaic version of our own language, notably used by Chaucer).
  - Wycliffe coordinated a group of wandering preachers called the Lollards, as most people saw them doing nothing other than “lolling around” and being lazy.
  - The Lollards’ mission was to share the Wycliffe translation to the common people, at least those who could read.
  - The Catholic Church (usually just called “The Church”) did not look favorably on the Lollards; English kings persecuted them, and at the Council of Constance in 1415,
  - Wycliffe was posthumously condemned for his actions, his body exhumed and burned.
  - Wycliffe even referred to the Pope as the “anti-Christ” and a dozen of his key followers as “the twelve daughters of the diabolical leech.”
  - Wycliffe was appalled by the opulent and sometimes immoral lifestyles of the Pope and high ranking church officials, so perhaps it is no great surprise that much enmity existed between the Church and Wycliffe.
Before Martin Luther…

- **John Hus** (1374-1415) had been much influenced by Wycliffe’s ideas. Hus was rector at the University of Prague in Bohemia (today a part of the Czech Republic).
  - Like Wycliffe, he despised papal decadence and spoke openly against the practice of simony.
  - While many citizens of Prague supported Hus, who was apparently a passionate and excellent speaker, the Archbishop of Prague did not; he forbade Hus to preach.
  - Hus refused to obey and was condemned for his defiance and deemed a heretic.
  - Moreover, in 1411, the whole city was put under a papal interdict for supporting Hus, a punishment that generally prohibits the people to worship and partake of sacraments, a set of extremely important rituals of the Church, including baptism, communion, and last rites.
    - For a devout Catholic, this was a dreadful retribution.
Before Martin Luther…

- **Ginolamo Savonarola** (1432-1498), a Dominican priest from Florence, Italy, who was a proponent of personal moral reform due to the decadence in lifestyle he saw among the people of his city.
- The Florentines took his criticism seriously and attempted to reform themselves, but Pope Alexander VI, who had quite the lecherous reputation, eventually had Savonarola excommunicated and then executed.
- Savonarola came from a modest family, but he was a scholarly and intelligent young man, with prolific skills in writing and public speaking.
- Like Hus and Wycliffe, he detested the secular and immoral behavior of the papacy. Savonarola kept giving his sermons despite the pope’s decrees to the contrary; whether due to powerful sermons or personal charisma, we cannot say, but Savonarola was extremely popular with the Florentines.
  - However, Pope Alexander VI did not like these meddlings by a mere monk and priest, nor did he like the good relations between Savonarola and the king of France.
  - Only when the pope sent threats to the Florentines of papal interdiction did they begin to turn again Savonarola, led by the wealthiest families who saw the priest as a rival for power.
  - Although Savonarola received shelter at the priory of San Marco, he was arrested and hung in May 1498, after much torture and suffering.
Martin Luther, Monk and Scholar

• Many people across Europe were unhappy with the state of affairs in the Catholic Church.
• Secular leaders felt the pope and other high-ranking church leaders had too much temporal power, which had been a long-standing issue.
• Pious Church members were appalled at the excesses lifestyles of the Church fathers, as well as the aforementioned practices of simony and indulgences.
• But a third reason why a Reformation occurred relates to the effects of humanism and the great rebirth of learning from the Renaissance.
• Along with the renewed love of learning was a desire to review theology, particularly in the sense of studying Christianity more deeply.
Martin Luther, Monk and Scholar

- Martin Luther was born in Saxony (now part of northwest Germany) in 1483, to a family of free peasants.
- Luther’s father rose through the ranks of copper miners to own shares in several mines and smelting companies himself, making the family prosperous.
- Martin Luther was intellectually gifted at a young age, attending the University of Erfurt to receive baccalaureate and master’s degrees.
  - His father pushed him towards a career in law, but young Martin instead joined an Augustinian monastery in 1505. His father was disappointed.
  - Luther’s writings suggest he tried to be a model monk, desperately seeking to understand how and why the Christian God was merciful, forgiving, and willing to give mere humans salvation.
Martin Luther, Monk and Scholar

- Luther went to the University of Wittenburg in 1508, where the young monk became an instructor and eventually earned a doctorate in 1512.
- After reading, studying, and lecturing, Luther came to the major revelation that shaped the Protestant Reformation: “The just shall live by faith.”
  - Luther defined “faith” as an active love of God which shapes one’s behaviors and actions.
  - Through faith, humans would be able to hope for a reality of perfection not on earth, but in a blessed afterlife.
  - This message may seem simple and straightforward, but it shaped a massive cultural change across Europe…and people were ready for it.
Martin Luther, Monk and Scholar

• In 1517, Luther wrote the famed 95 Theses, which was a basic summary of 95 key points of change he wanted to see in the church.
• As many people did with public notices in those days, he posted the document in a public place, namely the Wittenburg church.
• His points centered around the fact that buying forgiveness was inadequate; true repentance was a must for forgiveness.
• Luther’s goal was to open a public dialogue and debate.
  • Thanks to the availability of printing, this is precisely what occurred.
  • Soon, the document was widely dispersed.
  • Luther argued that there was no scriptural basis for indulgences, which in turn led to a harder question—what or who held authority over the Christian church in the human world?
  • His eventual conclusion was that the church’s governance should be by the word of God alone—the reading of the Bible and interpretation by individuals, with continued study and reflection daily.
• This point, along with the idea that faith alone is what is needed for salvation, was key in Luther’s theology.
Martin Luther, Reformer

- People read Luther’s work and spread it throughout the Holy Roman Empire and Europe.
- Within four years, Luther had a large following among a wide variety of social classes.
- Peasants related to his humble background and his willingness to stand up for his beliefs.
- Educated persons liked the simplicity of Luther’s approach and the notion of a personal relationship with God.
- Wealthier classes and nobles disliked the funneling of so much money to the Church.
- Luther believed that for the German peoples to thrive as a whole society, instead of a highly fragmented one, they had to break the power of the Catholic Church.
- They could accomplish this by seizing Church property, refusing to buy indulgences, and generally ending what Luther saw as papal exploitation of the German–speaking peoples.
Martin Luther, Reformer

• Much of the central and northern portions of the Holy Roman Empire became Protestant (followers of Luther, calling themselves Lutherans), while the southern regions remained largely Catholic.
  • The local ruler or ruling council of the town, district, or state in question decided which religion would be supreme in the given area; those who disagreed had to leave or face persecution.

• Luther himself faced severe consequences.
  • Pope Leo X condemned Luther and ordered all his writings burned. Luther’s supporters responded by burning copies of Catholic church laws and decrees.
  • By 1521, Leo X had excommunicated Luther, which in effect meant that Luther’s soul had been condemned to hell, a rather serious matter!
Legacy of Martin Luther

- The “Lutheran” movement was now widespread throughout the German states and into neighboring nations of Denmark, Norway, Sweden, and Finland.
- Splits developed in the new faith, despite Luther’s and Melanchthon’s (his student and friend) efforts to stop them.
- In 1555, Holy Roman Emperor Charles V finally approved the Peace of Augsburg, which officially recognized the Protestant faith in the Empire.
- Luther died in 1546, but he did live long enough to see his beliefs and teachings forever transform the Christian world.
Other reformers

- Ulrich Zwingli was a soldier, a humanist scholar, and a priest.
  - A brush with death, in the form of the bubonic plague, brought him to a deeper searching of his faith in the 1520s; remarkably, he survived the disease.
  - Zwingli had always been a bit of a sensationalist speaker; now, he preached against the prohibition of meat during Lent.
  - He went on to urge more freedom from the power of bishops and the ending of indulgences, papal authority, pilgrimage, monasticism, and a host of other common practices.
  - His idea was to “reform” the church to its most original state, before medievalism.

- Zwingli held debates and discussions in a public forum.
  - He agreed with Luther that trans-substantiation (where communion bread and wine become the body and blood of Christ) as a metaphysical event did not have spiritual basis.
  - Unlike Luther, Zwingli did not believe the original sacrifice celebrated with communion could be replicated—it was merely a symbolic remembrance.

- Zwingli’s work promoted Swiss nationalism and isolationism, which explains in part why they Swiss have often been neutral parties in large-scale conflicts ever since.
Other reformers

• John Calvin: Had trained as a humanist scholar, hoping to become a Catholic priest or a monk.
  • But his father urged him to study law, which he did in 1528.
  • His thinking that “grace alone” saves people echoed the thoughts of Luther.
  • Calvin faced imprisonment and much danger in France, as this was a time in which Catholic King Francis I burned Protestants for their beliefs. So Calvin moved to Geneva, Switzerland, and transformed the government into a theocracy.
  • His key ideas were: 1) the omnipotence of God, 2) the subordination of the state to the church, 3) the insignificance of humanity, 4) the predestination by God of those who are saved and doomed, and 5) people should only concern themselves with God’s work and nothing else.
  • Calvin’s views formed the basis for the Presbyterians in Scotland, the Huguenots in France, and the Puritans in England.
The Catholic Counter-Reformation

• Several popes tried and failed to staunch Protestant movement and reform the Catholic church.

• Pope Paul IV succeeded in 1530s:
  • Reform of monasteries.
  • Use of mystics to inspire people.
  • Less subtle tool: The Inquisition, which began in Spain:
    • Tolerated no heresy of any kind; suspicion was often enough for torture, a mock trial, and execution, usually by burning at the stake.
    • The group's influence spread into France and Italy, where Huguenots and Calvinists became prime victims, as did women who supposedly practiced “witchcraft,” and anyone who read or owned books listed in the Index, a guide to heretical writings.
  • If monks and mystics were a gentler means of reform, the Inquisition brought change by reputation, force, and terror.
The Catholic Counter-Reformation

- The Jesuits
  - The Society of Jesus (hence the name Jesuits) who swore absolute obedience to the Pope and saw as their main mission the conversion of non-Christians.
  - Ignatius Loyola founded the Jesuits with papal authorization in 1540.
  - Loyola imprinted the Jesuits with chivalric ideas about service to their faith and a special devotion to the Virgin Mary.
  - The Jesuits, in his mind, were noble and spiritual knights of the Church.
  - Loyola also insisted on a solid grounding in education and politics for the Jesuits, and their members tended to be highly intelligent, charismatic, and pious.
  - The work required to become a Jesuit took years of both study and teaching.
  - Then, as now, the Jesuits number among the most scholastically gifted members of any religious order.
  - They kept their oath of spreading Catholicism to all reaches of the world, including Japan, South America, and China.
The Catholic Counter-Reformation

• The Council of Trent (1545-63)
  • The Council of Trent was not one continuous meeting for 18 years, but a series of meetings that continually tried to improve and revitalize the Catholic Church.
  • The Council formulated a powerful response to the Protestant Reformation, even against the difficult problems of secular dissent and factions within the Council itself.
  • It sought to end all abuses, clarify doctrine, and renew spiritual ideals.
  • The effects of the Catholic Counter-Reformation, then, were almost as significant as the Protestant Reformation itself.
The Anglican Church

• Simply put, Henry VIII of England wanted to annul the marriage to his Catholic wife, Catherine of Aragon, and needed permission from the pope (not given).
  • Was aided by Cardinal Wolsey, who fell into disfavor when he couldn’t accomplish this.
• Henry VIII decided to form his own church, the Church of England (Anglican), so he could divorce Catherine and marry his mistress, Anne Boleyn.
• With help of other powerful statesmen such as Thomas Cranmer (new head of Anglican church and Archbishop of Canterbury) and Thomas Cromwell, he wrote the Act of Supremacy.
  • Passed by Parliament and created Anglican Church. Those who would not agree lost land, titles, or lives (like Thomas More).
  • Henry seized church lands; eventually, the Book of Common Prayer was written as a guidebook to functions and laws of the new church.
The Thirty Years War

• In mainland Europe, tensions increased between Catholics, Lutherans, and other new Protestant denominations.

• 1606: A free city called Donauwörth in the state of Swabia was home to both Catholics and Lutherans.
  • At one point, a riot broke out, and a Bavarian, Duke Maximilian, intervened militarily on the part of the Catholics, members of his own faith.
  • In response, the Calvinists formed a group called the League of Evangelical Union, under the rule of a powerful German leader named Frederick IV.
The Thirty Years War

- 1618: Bohemia (Protestant) revolted because their choice for the position of Holy Roman Emperor, Frederick V was not selected.
- A Catholic named Ferdinand of Styria became Emperor in 1619.
- Angry Bohemians tossed a pair of Catholic emissaries out of a palace window, where they landed unceremoniously in a pile of manure two floors down.
- Holy Roman Emperor Ferdinand called on Catholic Spain to come in and assist him in punishing the Bohemians. Protestant Frederick V, and thus, battle lines were drawn.
- For seven years, Catholics and Protestants fought throughout the east of the Empire, with the Catholics ultimately victorious.
- This was quite a blow to all Protestants in the Holy Roman Empire.
The Thirty Years War

• Last phase of the war (1636-1648) involved France.
• Although supportive of the Catholics and under sway of a powerful Catholic, Cardinal Richelieu, the nation feared the imperial power of the Holy Roman Empire.
• France ended up supporting the Protestants as battles broke out on the border between France and the Holy Roman Empire, with France gaining new territories in the end.
• All in all, the Thirty Years’ War ended up weakening, not strengthening, the Holy Roman Empire, despite the victories against Denmark and Sweden.
The Treaty of Westphalia

• 1648: The Treaty settled the religious differences in continental Europe—all involved parties sent representatives to discuss the treaty terms.
• But the conflict had been costly to everyone involved, especially the Holy Roman Empire.
  • Civilians and soldiers alike died from disease and wounds.
• The Holy Roman Empire ended up more divided than before, with political power more localized than in the hands of the Holy Roman Emperor and the Reichstag.
• Spain emerged a weaker and poorer state, with losses of territories in Portugal and the Netherlands.
• France and Sweden, however, came out of the war more powerful.
• From this point onwards, looking at the big picture, most European nations tended to prefer separation of church and state, and partially as a result, the first seeds of the nation-state model began to flourish.
Conclusions

- The Protestant Reformation and Catholic Counter-Reformation turned the western world upside down, socially and politically.
- Weak links between church and state, except for England.
- People began to think of themselves as having more independence spiritually—which made them believe that a similar independence politically.
- Nationalistic pride gained new strength.
- Historiography: Some historians have also suggested that this rise of independent thought led to an increase in scientific advances during the coming years of the Enlightenment and the Age of Reason, with "natural laws" becoming increasingly important.
  - Over the next two hundred years, the inclination for countries to become nations, and nations to build empires, would see western civilization spill over into other lands, namely the near and far east, the Americas, and Africa.
- So, we end this course much as we began it—with looking at how humanity has grown, and faltered, moving inevitably towards a global civilization.
A Review: What Happened to Monasticism?

(Information provided in part, with my thanks, by Father Steve Rice and Dr. Phillip Reynolds of Emory University)

You will recall from Lesson 10: The Middle Ages that monasticism played a monumental role in preserving culture and literacy after the fall of the Roman Empire, and that monasticism itself had a long and rich history from its early days in Egypt to the founding of monasteries throughout Europe. The Rule of St. Benedict provided a guide for monasticism, but many other monastic orders developed apart from the Benedictines.

In the Reformation, however, monasteries faced a time of crisis. Many had become corrupt, one of the flaws the Catholic Counter-reformation sought to repair in its revitalization of the faith. Others monasteries were dissolved or destroyed. So what happened to the solitary scholars who had played such a significant part in medieval history?

In the later Middle Ages, some religious men became mendicants, rather than monks. They took holy orders, but were not attached to a particular monastery and did not live cloistered lives. Instead, they traveled the lands, walking and talking to spread their word, many living in poverty. As a group, these men were known as friars, and they included Franciscans, Dominicans, Augustinians, and Carmelites.

Meanwhile, some monasteries opened separate facilities for nuns, who usually took on the same rules and name of the monastic order they entered (i.e. Hildegard von Bingen, as you should recall, was a Benedictine nun). Some nuns did enter the mendicant orders, but they stayed cloistered in the monastery and did not travel.

But from 1536-1540 in England came the official Dissolution of the Monasteries. Thomas Cromwell managed the business of physically destroying or confiscating all monastic houses, nunneries, and priories where monks and nuns lived. Some of the residents received pensions and went to live elsewhere; others protested and ended up jailed or worse. The buildings, if usable, and their physical contents were either sold off for profit or given to loyal friends of the king, Henry VIII. Little protest arose, except in the north of England, where a protest called the Pilgrimage of Grace took place in Yorkshire. Unfortunately, about 200 of the protesters and their supporters were hanged as a warning to others.

Fortunately, monks and nuns survived the trials of the Reformation, and today, we still have active orders throughout the world. One example is the Monastery of the Holy Spirit in Conyers, Georgia. The monks are Trappists, an offshoot of the Cistercians. Although their primary “job” is study, prayer, and meditation, they undertake a variety of
physical activities to support their house, such as raising and selling exquisite bonsai
trees and offering homemade food items, religious books, and other materials in their
on-site store (though the bonsai can be ordered from their website!) Other monastic
orders make cheese, wine, and honey; some even raise and train purebred dogs to pay
for their own keeping.