HIST 230: Pre-Modern European Civilization
3 credits
WWW (CRN #61410)

INSTRUCTOR: Malia Lau Kong
OFFICE: Palanakila 136
OFFICE HOURS: Tuesday/Thursday: 11:00am—12:30pm
Wednesday: 4:30—5:30pm
Also by appointment
EMAIL: maliakon@hawaii.edu (email is the quickest way to reach me; I will usually respond within 24 hours M—R unless it is during office hours when the response will be quick, and on Mondays if email is sent on Friday or Saturday)
PHONE NUMBER: 236-9132
EFFECTIVE DATE: Fall 2017

WINDWARD COMMUNITY COLLEGE MISSION STATEMENT

Windward Community College offers innovative programs in the arts and sciences and opportunities to gain knowledge and understanding of Hawai`i and its unique heritage. With a special commitment to support the access and educational needs of Native Hawaiians, we provide O`ahu’s Ko`olau region and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment — inspiring students to excellence.

CATALOG DESCRIPTION

A survey of Pre-Modern Europe to 1500 CE. Focus is given to the political evolution and the major economic, social, and cultural development of European states. (3 hours lecture)

Hist. 230 will fulfill 3 credits of the Diversification requirement in the Arts, Humanities, & Literature Group (DH).

WRITING INTENSIVE COURSE HALLMARKS

1. The course uses writing to promote the learning of course materials. Instructors assign formal and informal writing, both in class and out, to increase students' understanding of course material as well as to improve writing skills.

2. The course provides interaction between teacher and students while students do assigned writing. In effect, the instructor acts as an expert and the student as an apprentice in a community of writers. Types of interaction will vary. For example, a professor who requires the completion of one long essay may review sections of the essay, write comments on drafts, and be available for conferences. The professor who requires several short papers may demonstrate techniques for drafting and revising in the classroom, give guidance during the composition of the papers, and consult with students after they complete their papers.
At least one student-teacher conference on a writing assignment is required in writing intensive courses.

3. Writing contributes significantly to each student’s course grade. Writing assignments must make up at least 40% of each student’s course grade.

4. The course requires students to do a substantial amount of writing—a minimum of 4000 words, or about 16 pages. This may include informal writing. Depending on the course content, students may write analytic essays, critical reviews, journals, lab reports, research reports, or reaction papers, etc. In-class exams and drafts are not counted toward the 4000-word minimum. To allow for meaningful professor-student interaction on each student’s writing, the class is restricted to 20 students.

STUDENT LEARNING OUTCOMES

The student learning outcomes (SLOs) for the course are:

1. Analyze the individuals’ roles, events, ideas, and processes (i.e., human migrations, ecological forces, cross-cultural encounters, spread of world religions) that gave rise to a distinct European civilization.

2. Synthesize primary sources in order to evidence an argument dealing with a significant issue in Pre-Modern European history.

3. Evaluate contemporary issues and events in terms of Pre-Modern European events (i.e., historical roots).

METHOD OF INSTRUCTION: ONLINE

Ask yourself if online is the right method of instruction for you. To do well in an online class, you need to be very independent, organized, focused, and tech-savvy, AND have approximately 11 ½ hours per week (note that the standard “rule of thumb” is that every 1 credit generates 3 hours of homework per week; our class is 3 credits which means 9 hours of homework per week but since this is an online class, you also need to account for “classtime” which is 2 ½ hours per week and thus this class requires a minimum of 11 ½ hours of your time per week) available to dedicate solely to the class, you should do fine in an online course.

- This course will expect that you are able to independently read, comprehend the “facts” on your own, complete the assignments, and navigate through Laulima and our class Google Site with little guidance.

- This class is not only writing-intensive but also reading-intensive AND thinking-intensive. It is crucial that you keep up with the required readings and assignments as it is very easy to fall behind in an online class. Please don’t let this happen to you! Always refer to the Class Schedule in this syllabus. Remember that this is an online class where you will need to be very self-motivated and independent in order to learn the material. Every week you will be expected to engage with the corresponding Lesson in our class Google site, read assigned materials which can be quite long, watch assigned materials, and complete the corresponding assignments for the Week (i.e., Discussion Posts, Engage & Read Quizzes, Thematic Writing Exercises, &/or the Evaluation Paper—these assignments are explained starting on page 4 of this syllabus). Furthermore, this class will make frequent use of popular culture in the form of movies, TV shows, books, & music in order to learn about and think critically about Pre-Modern Europe. In your Thematic Writing Exercises, you will be asked to supply your own popular culture choice of TV show, movie, book, song, video game, or comic book that can be efficiently compared to a theme from Pre-Modern Europe in order to demonstrate your understanding of the past in a fun, yet critical, way. If doing all of this sounds overwhelming, you are advised to drop the class.

- Check ANNOUNCEMENTS on the Main Page in Laulima for any announcements pertaining to our class. Every Monday morning, I will post an Announcement introducing the Week’s Topic & Assignments. You will then be directed to our class Google Site (linked in our Laulima site on the left of the screen; click on “HIST 230: Google Site”) where you will read & engage with the Lesson for the Week that will teach you about the Week’s Topic and prepare you for the Week’s Assignments. I will also post other Announcements throughout
the Week, sometimes the Announcements will highlight student work (i.e., summaries & conclusions reached in Discussions and thoughtful insights & well-written statements in other assignments) and remind you of due dates.

- This class is divided up into One and Two-Week Periods depending on Topic. When it comes to a Two-Week Period, you should always **plan to begin** the assignments for the Two-Week Period on Monday or Tuesday. In other words, it is recommended that each Monday or Tuesday at the beginning of the Two-Week Period, you log into Laulima, read the Announcement, begin to engage with the Lesson in our Google site, participate in the Discussion that opens on Monday, & start the assigned readings &/or things to watch. At times, you may have two Discussions assigned for the Two-Week Period, with the first Discussion being due on the 1st Sunday of the first week, and the second Discussion being due on the 2nd Sunday of the second week. **Always be mindful of the due dates as there are various due dates for different assignments throughout the Two-Week Period!** On Monday or Tuesday of the **second Monday or Tuesday of the Two-Week Period**, you should plan to participate in the next Discussion if one opens and also continue reading &/or watching everything that was assigned for the Two-Week Period. After you have read &/or watched everything that was assigned for the Two-Week Period, you should then complete the Engage & Read Quiz &/or Thematic Writing Exercise which are all due on the Sunday at the end of the Two-Week Period. Note that the assignments for certain weeks get modified when there is a Paper to write. **Furthermoe, note that discussions &/or quizzes will only be open for the One or Two-Week Period in which assigned for, and Lessons may not be available in its final form until the Monday of the week in which assigned for, and readings &/or things to watch &/or quizzes will only be available for the One or Two-Week Period in which assigned for.**

- You should check your UH email account frequently (you are required to use your UH hawaii.edu email account; however, you can have your mail from this account forwarded to an email account that you more frequently use).

- Most assignments will be completed in & submitted through Laulima. However, for your Evaluation Paper, you will need to either write your paper (drafts & final version) in 1) **Microsoft Word** & email me your papers as a Word attachment **OR** 2) **Google Doc** & shared with me by email **OR** 3) another word processing program as long as you convert your papers to PDF and email me your papers as a PDF attachment to me by the due dates designated in the class schedule (be sure to check for a confirmation email after 24 hours from me indicating that I received your paper).

- In general, grading & releasing of Laulima assignments (i.e., Engage & Read Quizzes and Thematic Writing Exercises; these assignments will automatically be sent to Laulima’s Gradebook after graded & released) and grades for Discussions will be input into Laulima’s Gradebook (I need to manually input these scores as they are not automatically sent) approximately 3—7 days after the due date if not sooner. One thing to keep in mind when checking your grade in Laulima’s Gradebook is that if you are missing certain Laulima assignments, the grade that appears for you may be incorrect as I may not have input zeroes for missed assignments yet.

- Make sure you adhere to the due dates to avoid the late penalty after the 48-hour grace period that is assessed for certain late work turned after their due dates. All late work must be turned in by the last day of the semester Wednesday, 12/13 @ 11:59pm. After this date, no late work will be accepted as final grades are due ASAP. Also, please note that due to the participatory nature of Discussion Board assignments, **no** Discussion Posts are accepted and there is no grace period. **Most** work is due by Sunday, 11:59pm of the week in which assigned for.

- Two of the requirements of a Writing-Intensive class is a mandatory instructor-student conference (either in-person at Windward Community College in my office, Palanakila 136, by phone, or through Google Chat or Google Video Chat) and the creation of a 1st draft for a paper assignment. The mandatory draft of your Evaluation Paper is due at the end of Week 11 of our class and the mandatory conference will take place sometime during **Week 12** of our class (though if you turn in your paper early, we may be able to conference
earlier than Week 12, or if you have something planned for Week 12, we may be able to conference sometime during Week 13, though note that you will not have much time to the rewrite your paper as it is due at the end of Week 14). Regardless of whether this conference is conducted in-person or by phone, it is mandatory and thus, failure to participate will result in automatic failure for the class.

Always remember that communication is one of the keys to success in this class so please let me know if you have extenuating circumstances that are preventing you from participating fully in this class so that we can create a plan of action.

*This class is designed to be accessible to ALL students. Thus, please take note of the following statement:

**DISABILITIES ACCOMMODATION STATEMENT**

*If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to fully participate in this class, you are encouraged to contact the Disability Specialist Counselor to discuss reasonable accommodations that will help you succeed in this class. Ann Lemke can be reached at 235-7448, lemke@hawaii.edu, or you may stop by Hale ’Akoakoa 213 for more information.*

**COURSE TASKS**

Welcome to the wonderful world of Pre-Modern European history where we will discover both the “otherness” and “familiarity” of this time that gave the roots to our modern world today and why Hollywood still finds so much inspiration and metaphor (as exemplified below) in the tales from this period!

300: Hollywood’s interpretation of the concept of freedom which originated in Ancient Greece.

The Vikings: Hollywood’s interpretation of courage, loyalty, & honor in Viking warrior tribes and the conflict between polytheistic warrior traditions & Christianity.

The Hunger Games: The Ancient Roman Empire & it’s social policy of panem et circenses (bread & entertainment) recreated as a post-apocalyptic, dystopian paradise.

The Walking Dead: The violent world of the Germanic tribes & their comitatus (war-bands) reimagined in a post-apocalyptic zombieland.
Three distinct elements blended to create a distinct European civilization. The first ingredient was the Greco-Roman cultural legacy (i.e., legacy of Greece and Rome where the “West” began) from the ancient world (1500 BCE—500 CE). The second ingredient was the Germanic tribes, descendants of Indo-Europeans that settled in the lands of Europe. The final ingredient was the religion of Christianity that preserved the Greco-Roman cultural legacy and converted the Germanic tribes from their polytheistic traditions. This course will thus look at how these three major ingredients developed and eventually became intertwined to give birth to Europe. Furthermore, we will analyze how the issues, events, and concepts that developed in Pre-Modern Europe, or the “West,” can provide us with perspective on current-day issues and events (though note that the perspective offered by Pre-Modern European history is just one perspective out of many). Thus, regardless of whether we agree or disagree with the idea of the “West”, by understanding the history behind the “West”, we become better informed, critical thinkers of the present world in which we live in.

The class will be centered around the following course tasks, that serve as both learning and assessment tools, for the purpose of measuring your learning and your ability to meet the course SLOs.

- Write the Are We Athens &/Or Rome? Evaluation Paper: This is a 6-page (1500 words) minimum and 8-page 2000 words) maximum evaluation paper worth up to 200 points total that speculates on the fate of the United States through analysis of the decline & fall of the Athenian Empire, the Roman Republic, and the Roman Empire. Specific guidelines for this paper can be found in our class Laulima site, click on the “Resources” icon, then the “Evaluation Paper Guidelines” folder. Papers will be graded according to the rubric found in the guidelines. Must be typed, double-spaced, include footnote citations as applicable, a Works Cited Page (if applicable), have a topic sentence for each paragraph, have an introduction, body, & conclusion, make use of transitions between sentences, include a word count and be grammatically and mechanically correct. Please remember that when turning in your paper draft, I am not your spell checker or editor. Although I will point out grammatically incorrect sentences and spelling errors, I will not fix your paper for you. If you find that you need help with writing, please visit The Writing Center in WCC’s Library or the online tutoring service Brainfuse for further assistance. Also, please also be sure to read “Things to Remember for Formal Writing Assignments” on page 15 of this syllabus. After the grace period of 48-hours, late papers will be assessed a 20% late penalty. Plagiarism is so bad that you will automatically fail the class if you do it—so don’t!
  - It is mandatory that you turn in a draft of the Are We Athens &/Or Rome? Evaluation Paper. You will also need to attend a mandatory conference with me regarding your draft during Week 12 of the semester. Failure to turn in this draft &/or attend the conference will result in a 20% late penalty on the final draft for your paper & may result in failure for the class unless requirement is made up by writing a draft &/or conferencing on another paper.
  - Time management is a MUST in this class. Since the due dates are not a surprise, I expect you to EMAIL me your paper on-time as either a Word Document, Google Doc or PDF attachment only by the due dates according to the class schedule. Be sure to check for a confirmation email from me after 24 hours saying I received your paper. Failure to complete the paper will result in automatic failure for the class as the required written word amount for WI classes will not have been met.
  - Specified primary sources & secondary sources need to be used as much as possible in order to strengthen your thesis. Paper should also never include any statements that include phrases such as “I feel”, “I believe”, “I agree with”, “I disagree with”, “I will prove”, “We will see” or any similar first person statements. Your research and thesis is YOUR argument; to put the “I” or “We” statement into your paper is redundant and mainly unacceptable when writing a scholarly, historical paper.
    a. Late papers will be accepted until the last day of instruction on Wednesday, 12/13 @ 11:59pm; however, all late papers submitted after the due date will be assessed a late penalty of 20% after the due date’s 48-hour grace period.

- Write 6 Thematic Writing Exercises: These are formal, objective writing assignments (accessed in the “Thematic Writing Exercises” icon to the left of the screen in our class Laulima site) each worth up to 20 points total that entail writing concise, yet well-evidenced & thoroughly explained, essays on specific questions utilizing a specified format due on designated days according to the Class Schedule which will always be on a Sunday by 11:59pm. Late Thematic Writing Exercises will continue to be accepted in Laulima until Wednesday, 12/13 @ 11:59pm; however, any Thematic Writing Exercise completed after the 48-hour
grace period will be assessed a late penalty of 20%. **Be sure to read “Things to Remember for Formal Writing Assignments” on page 15 of this syllabus for guidance on how to structure your writing.**

- Specific Format for Thematic Writing Exercises: Remember this is an exercise in writing a succinct essay. Since there is a maximum # of sentences that you can write, you need to make your sentences count in the sense that you write clearly expressed, complex sentences that do not meander into repetitiveness and vagueness. Be sure to utilize transitions between paragraphs and when going from point to point within paragraph.
  - 1. Introduction: Write a 1-sentence thesis to serve as the essay’s introduction. Do **not** write any more sentences in the introduction.
  - 2. Body of the Essay Paragraph #1: Write a minimum 5-sentence / maximum 9-sentence paragraph that explains one piece of evidence that supports the thesis.
  - 3. Body of the Essay Paragraph #2: Write a minimum 5-sentence / maximum 9-sentence paragraph that explains one piece of evidence not already used that supports the thesis.
  - 4. Body of the Essay Paragraph #3: Write a minimum 5-sentence / maximum 9-sentence paragraph that explains one piece of evidence not already used that supports the thesis.
  - 5. Conclusion: Write a 1-sentence concluding remark to serve as the essay’s conclusion. Do **not** write any more sentences in the conclusion.

- Questions for Each Thematic Writing Exercise:
  - Thematic Writing Exercise #1: Explain how the concept of Justice as demonstrated in Ancient Greece by way of Aeschylus’ Oresteia can be reflected in a present-day song, TV show, movie, comic book, video game, or book and formulate your own conclusion arising out of the evidence. In order to answer this question, you will need to have read & understood the primary source selection Aeschylus’ Oresteia (which is found in the “Resources” icon in our class Lauilima site, click on the “Primary Source Readings” folder) and have chosen an applicable (i.e., something in it relates to / expresses the concept of Justice) TV show, movie, book, comic book, video game, or song to utilize as evidence in your writing in order to support your analysis of Justice. Remember to be as specific as possible. You will need to quote or paraphrase from Aeschylus’ Oresteia at least three times for this assignment.
  - Thematic Writing Exercise #2: Explain how the concept of Freedom as demonstrated in Ancient Greece can be reflected in a present-day TV show, movie, book, comic book, video game, or song and formulate your own conclusion arising out of the evidence. In order to answer this question, you will need to have read & understood the primary source selections 1) Herodotus, Xerxes Invades Greece and 2) Thucydides, The Funeral Oration of Pericles (which is found in the “Resources” icon in our class Lauilima site, click on the “Primary Source Readings” folder) and the secondary source Carnage & Culture Freedom and The Battle of Salamis (which is found in the “Resources” icon in our class Lauilima site, click on the “Secondary Source Readings” folder) and have chosen an applicable (i.e., something in it relates to / expresses the concept of Freedom) TV show, movie, book, comic book, video game, or song to utilize as evidence in your writing in order to support your analysis of Freedom. Remember to be as specific as possible. You will need to quote or paraphrase from each of the required primary and secondary source selections at least once for this assignment.
  - Thematic Writing Exercise #3: Explain how the concept of Law as demonstrated in Ancient Greece by way of Sophocles’ Antigone can be reflected in a present-day TV show, movie, book, comic book, video game, or song and formulate your own conclusion arising out of this explanation. In order to answer this question, you will need to have read & understood the primary source selection Sophocles, Antigone (which is found in the “Resources” icon in our class Lauilima site, click on the “Primary Source Readings” folder) and have chosen an applicable (i.e., something in it relates to / expresses the concept of Law) TV show, movie, book, comic book, video game, or song to utilize as evidence in your writing in order to support your analysis of Law. Remember to be as specific as possible. You will need to quote or paraphrase from Sophocles’ Antigone at least three times for this assignment.
  - Thematic Writing Exercise #4: Explain how the concept of Panem et Circenses (Bread & Circuses i.e., Games, Entertainment) as Ancient Rome’s social policy can be reflected in a present-day TV show, movie, book, comic book, video game, or song and formulate your
own conclusion arising out of this explanation. In order to answer this question, you will need to have read & understood the primary source selections 1) Cicero, Games & Politics and 2) Seneca, The Gladiatorial Games (which are found in the “Resources” icon in our class Laulima site, click on the “Primary Source Readings” folder) and the secondary source Murderous Games Gladitorial Contests in Ancient Rome (which is found in the “Resources” icon in our class Laulima site, click on the “Secondary Source Readings” folder) and have chosen an applicable (i.e., something in it relates to / expresses the concept of Panem et Circenses) TV show, movie, book, comic book, video game, or song to utilize as evidence in your writing in order to support your analysis of Panem et Circenses. Remember to be as specific as possible. You will need to quote or paraphrase from each of the required primary and secondary source selections at least once for this assignment.

- **Thematic Writing Exercise #5:** Explain how the concepts of Tribalism & Comitatus (War-Band) as demonstrated by the Germanic tribes (1st century through 1000 CE) can be reflected in a present-day TV show, movie, book, comic book, video game, or song and formulate your own conclusion arising out of this explanation. In order to answer this question, you will need to have read & understood the primary source selection Tacitus, Germania (which is found in the “Resources” icon in our class Laulima site, click on the “Primary Source Readings” folder) and the secondary source Medieval Europe, The Waning of the Western Empire (which is found in the “Resources icon in our class Laulima site, click on the “Secondary Source Readings” folder) and have chosen an applicable (i.e., something it relates to / expresses the concept of Tribalism & Comitatus) TV show, movie, book, comic book, video game, or song to utilize as evidence in your writing in order to support your analysis of Tribalism & Comitatus. Remember to be as specific as possible. You will need to quote or paraphrase from each of the required primary and secondary source selections at least once for this assignment.

- **Thematic Writing Exercise #6:** Explain how the concept of The Great Leader as demonstrated by great leaders from Ancient Greece, Ancient Rome, & Medieval Europe can be reflected in a present-day TV show, movie, book, comic book, video game, or song and formulate your own conclusion arising out of this explanation. In order to answer this question, you will need to pick 1 great leader from each of the following societies: Ancient Greece, Ancient Rome, & Medieval Europe and have read at least one primary source about each of these great leaders and have chosen an applicable (i.e., something in it relates to / expresses the concept of The Great Leader) TV show, movie, book, comic book, video game, or song to utilize as evidence in your writing in order to support your analysis of The Great Leader. Remember to be as specific as possible. You will need to quote or paraphrase from each of your chosen primary source selections at least once for this assignment.

- Complete 9 Engage & Read Quizzes at-home in the “Exams” icon in our class Laulima site. Each quiz will consist of a variety of multiple choice, true / false+rationale, and short answer questions worth different amounts of points for a total of 10 points possible. You will have unlimited time to complete the task, which will allow you to complete the quiz while you engage with the things assigned for the week, but only one submission is allowed. Also be sure to SAVE your answers if you have not completed the quiz and are not ready to submit! These quizzes assess your comprehension of the Week’s assigned Lessons, including any readings & videos linked within the Lesson, and any assigned readings found in the Resources icon in our class Laulima site. Quizzes will not open until the One or Two-Week Period in which assigned for and will always be on a Sunday by 11:59pm. Please note that late quizzes will continue to be accepted in Laulima until the last day of our term, Wednesday, 12/13 @ 11:59pm; however, all quizzes completed after the due date & 48-hour grace period will be assessed a late penalty of 20%.

- Participate in 15 Share & Tell Discussions found in the “Discussion Board” icon in our class Laulima site (click on “Discussion Board” icon in Laulima to access). Other than the first discussion which is your Introduction to the class discussion, the topics of the 5 other Share & Tell Discussions are yet to be determined (this is because sometimes, something quite recent occurs that I would like to share & discuss with the class and thus, this flexibility will help to keep the class current). Discussions will be graded on how well you follow the guidelines listed below (note that the Discussions only allow you to REPLY to the post that I have set up):
  - The instructions for posting are: in your reply, please 1) answer the question that I post in 3—5
complete sentences, and 2) respond to the student’s response that directly precedes your reply with 1—3 complete sentences. In other words, if you are the first student to reply to this post, then you are to 1) answer the question, and 2) reply to what I write about. Another example is if you are the 10th student to reply, then you will be 1) answering the question that I post below, and 2) replying to the reply of the 9th student. If you have any questions about this, please email me.

- Your **answer** to the question that I post should consist of 3—5 complete sentences that are ORIGINAL in thought (and not just a paraphrase of the comments that preceded it).
- Your **response** to the student’s response that directly precedes yours should consist of 1—3 complete sentences of why you agree or disagree with this student’s response. In other words, don’t just say you agree or disagree. Always **explain** your position (i.e., what you found thoughtful, insightful, etc. about the previous student’s response).
- For these Discussions, each Post that answers the question I posted is worth up to 2.5 points, and your reply to student post directly preceding your post is worth up to 1.5 points for a total of 4 points for each of these Discussions.
- The Share & Tell Discussion Post for the week will always be due on the **Sunday by 11:59pm** of the One or Two-Week Period in which it was assigned. Due to the collaborate & interactive nature of Share & Tell Discussions, no late Discussion Posts will be accepted, regardless of reason. If you are unable to post in the Discussion Board, please EMAIL me what you would have posted in the Discussion by the deadline. **Access to the Discussion will be limited** to Monday through Sunday for the One or Two-Week Period that it is assigned.

- In general, always remember the following Discussion Board Rules:

  - Always be **mindful** that you are RESPECTFUL of what your classmates have to say. **Negative comments will NOT be tolerated.** Please note that one of WCC’s core values is Ho’ihi (Respect). This includes cultural awareness & aloha, student voice, ‘ohana-style inclusiveness, and LGBTI Safe Zones. **Discussion forums will NOT be used to discriminate against or put down your fellow students or other cultures & religions.** If you conduct yourself in a way that disparages others, then you are in direct violation of the Student Code of Conduct and you will be dealt with appropriately (which could mean removal from class).
  - Always **remember** that discussions are meant to provoke critical thinking on a given topic. Although you may disagree with what I or your fellow classmates have to say, I expect you to always be **respectful** in your disagreement.
  - Note that you need to write at least the minimum amount of complete sentences for each post as designated about. You may always write more complete sentences above the suggested limit.

### ASSESSMENT TASKS AND GRADING

*Note: You will be writing a minimum of 19 pages (x 250 words per page = 4750 words) total in this class:

<table>
<thead>
<tr>
<th>Task</th>
<th>Points</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Are We Athens &amp;/Or Rome? Evaluation Paper</td>
<td>200</td>
<td>43%</td>
</tr>
<tr>
<td>6 Thematic Writing Exercises</td>
<td>120</td>
<td>25%</td>
</tr>
<tr>
<td>9 Engage &amp; Read Quizzes</td>
<td>90</td>
<td>19%</td>
</tr>
<tr>
<td>15 Share &amp; Tell Discussions</td>
<td>60</td>
<td>13%</td>
</tr>
</tbody>
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= 470 points total

*Everyone starts the class with an “A” (470 points)*!

**What you do with your “A” is now up to you!**

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<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>47</td>
<td>A = 432 points &amp; above</td>
</tr>
<tr>
<td>B</td>
<td>94</td>
<td>B = 376 points &amp; above</td>
</tr>
<tr>
<td>C</td>
<td>141</td>
<td>C = 329 points &amp; above</td>
</tr>
<tr>
<td>D</td>
<td>188</td>
<td>D = 282 points &amp; above</td>
</tr>
</tbody>
</table>

*You may keep track of your grade in our class’s Laulima site under the Gradebook option. Please note, though, that whatever grade you see in Gradebook may not be truly reflective of your actual grade because there may be some work that you may have not yet completed which has not yet been factored into your grade, and thus, your grade...*
will appear higher than it really is. If you have completed all your assignments and they have been graded & released back, then your grade in Gradebook will most likely be accurate. If you are concerned about your grade, then you should make an appointment to see me, or come by my office during my office hours.

*(Hopefully, this will not happen, but if it turns out that more than 188 points is lost, an “F” for the class will result.)*

*The “N” grade is only given in circumstances in which the student has worked conscientiously, attended regularly, finished all work, fulfilled course responsibilities, and has made measurable progress. However, either the student has not achieved the minimal student learning outcomes and is not prepared to succeed at the next level, or the student has made consistent progress in class but is unable to complete the class due to extenuating circumstances, such as major health, personal, or family emergencies. The “N” grade is NOT given in circumstances in which you have NOT made consistent progress in the class &/or attended class regularly.

**REQUIRED LEARNING RESOURCES TO PURCHASE: NONE**

*This class is “zero-cost textbook” which means there is no textbook to purchase. Instead, this class will make use of PDF materials made available in our class Laulima site, articles & websites found on the internet and accessed through our class Google site, &/or Open Education Resources (OER). Our class Laulima site contains PDF copies of assigned readings & will be used for posting Announcements, participating in Discussions & submission of Thematic Writing Exercises and Engage & Read Quizzes. Our class Google site contains the “Lessons” which you will engage with. You will access our class Google site through the icon “HIST 230 Google Site” in Laulima to the left of the screen.

**CLASS SCHEDULE**

*The class is set up so that you complete the following tasks in this general order for EACH topic unit that corresponds to a specific chapter or chapters in the textbook:

1. 🗯 ENGAGE: complete the assigned “Lessons” found in our class Google site. This includes watching videos &/or documentaries, and reading short blurbs &/or linked articles that introduces you to the subject material.
2. 💬 READ: read the assigned readings. This includes readings primary & secondary sources found in the “Resources” icon in our class Laulima site. All readings are required unless marked optional.
3. 🎤 DISCUSS: post in the designated Discussion Forum for the week (found in the “Discussion Board” icon). Note that for some weeks, there will be no discussion to participate in.
4. 🏁 COMPLETE: complete the designated assignments for the week which are turned in either in Laulima or by email (i.e., Thematic Writing Exercises found in the “Thematic Writing Exercises” icon in Laulima, Engage & Read Quizzes found in the “Engage & Read Quizzes” icon in Laulima, &/or The Evaluation Paper that is completed in a Word processing program like Microsoft Word or Google Docs and shared or emailed to me).

*Think of everything you do building up like a pyramid, which then builds up to cumulative assignments:*

- Evaluation Paper
- Thematic Writing Exercises
- Discussions and Engage & Read Quizzes
- Lessons & Required Readings

*Remember to adhere to the DUE DATES as these dates do NOT change, regardless of when you decide to complete the material.*
WEEK ONE: Monday, 8/21 through Sunday, 8/27

Topic Unit—Class Introductions & Defining the “West”

- Review Syllabus in Laulima
- Learn how to navigate through our course both our Laulima class site and our class Google site (the Google site is linked from our Laulima class homepage to the left of the screen, click on “HIST 151 Class Google Site” to access; you will need to sign in with your UH email).
- 💬 DISCUSS: Introduce yourself in the “Share & Tell #1: Introduce Yourself!” Discussion Forum (click on the “Discussion Board” icon on the left side of screen in Laulima). The due date for completion is Sunday, 8/27 @ 11:59pm.
- 🌋 ENGAGE: Lesson #1 (found in our class Google site).
- 📚 READ:
  - Carnage & Culture, The Rise of the West (found in the “Resources” icon in our class Laulima site, click on the “Secondary Source Readings” folder)
- ☝ COMPLETE: Take the “Engage & Read Quiz #1” found in the “Engage & Read Quizzes” icon in Laulima. Quiz due by Sunday, 8/27 @ 11:59pm.

WEEK TWO & WEEK THREE: Monday, 8/28 through Sunday, 9/10 (Two-Week Period)

Topic Unit—The Development of Ancient Greece & The Concept of Justice

- 🌋 ENGAGE: Lesson #2 (found in our class Google site).
- 📚 READ:
  - The Greek World from the Bronze Age to the Roman Conquest (found in the “Resources” icon in our class Laulima site, click on the “Secondary Source Readings” folder)
  - Aeschylus, Oresteia (found in the “Resources” icon in our class Laulima site, click on the “Primary Source Readings” folder)
- 💬 DISCUSS: Post in the “Share & Tell #2” Discussion Forum (click on the “Discussion Board” icon on the left side of screen in Laulima). The due date for completion is Sunday, 9/3 @ 11:59pm.
- 💬 DISCUSS: Post in the “Share & Tell #3” Discussion Forum (click on the “Discussion Board” icon on the left side of screen in Laulima). This discussion will not open until Monday, 9/4 @ 12:00am. The due date for completion is Sunday, 9/10 @ 11:59pm.
- ☝ COMPLETE: Take the “Engage & Read Quiz #2” found in the “Engage & Read Quizzes” icon in Laulima. Quiz due by Sunday, 9/10 @ 11:59pm.
- ☝ COMPLETE: Write “Thematic Writing Exercise #1” found in the “Thematic Writing Exercises” icon in Laulima. Thematic Writing Exercise due by Sunday, 9/10 @ 11:59pm.

WEEK FOUR & WEEK FIVE: Monday, 9/11 through Sunday, 9/24 (Two-Week Period)

Topic Unit—Greek Wars & The Concept of Freedom

- 🌋 ENGAGE: Lesson #3 (found in our class Google site).
- 📚 READ:
  - Carnage & Culture, Freedom & The Battle of Salamis (found in the “Resources” icon in our class Laulima site, click on the “Secondary Source Readings” folder)
  - Herodotus, Xerxes Invades Greece (found in the “Resources” icon in our class Laulima site, click on the “Primary Source Readings” folder)
  - Thucydides, The Peloponnesian War (found in the “Resources” icon in our class Laulima site, click on
the “Primary Source Readings” folder
  o Thucydides, The Funeral Oration of Pericles (found in the “Resources” icon in our class Laulima site, click on the “Primary Source Readings” folder)

- 😊 DISCUSS: Post in the “Share & Tell #4” Discussion Forum (click on the “Discussion Board” icon on the left side of screen in Laulima). The due date for completion is Sunday, 9/17 @ 11:59pm.
- 😊 DISCUSS: Post in the “Share & Tell #5” Discussion Forum (click on the “Discussion Board” icon on the left side of screen in Laulima). This discussion will not open until Monday, 9/18 @ 12:00am. The due date for completion is Sunday, 9/24 @ 11:59pm.
- 😊 COMPLETE: Take the “Engage & Read Quiz #3” found in the “Engage & Read Quizzes” icon in Laulima. Quiz due by Sunday, 9/24 @ 11:59pm.
- 😊 COMPLETE: Write “Thematic Writing Exercise #2” found in the “Thematic Writing Exercises” icon in Laulima. Thematic Writing Exercise due by Sunday, 9/24 @ 11:59pm.

WEEK SIX: Monday, 9/25 through Sunday, 10/1

Topic Unit—The Greek Polis & The Concept of Law

- 😊 ENGAGE: Lesson #4 (found in our class Google site).
- 📖 READ:
  o Sophocles, Antigone (found in the “Resources” icon in our class Laulima site, click on the “Primary Source Readings” folder)
- 😊 DISCUSS: Post in the “Share & Tell #6” Discussion Forum (click on the “Discussion Board” icon on the left side of screen in Laulima). The due date for completion is Sunday, 10/1 @ 11:59pm.
- 😊 COMPLETE: Take the “Engage & Read Quiz #4” found in the “Engage & Read Quizzes” icon in Laulima. Quiz due by Sunday, 10/1 @ 11:59pm.
- 😊 COMPLETE: Write “Thematic Writing Exercise #3” found in the “Thematic Writing Exercises” icon in Laulima. Thematic Writing Exercise due by Sunday, 10/1 @ 11:59pm.

WEEK SEVEN & WEEK EIGHT: Monday, 10/2 through Sunday, 10/15 (Two-Week Period)

Topic Unit—The Roman Republic

- 😊 ENGAGE: Lesson #5 (found in our class Google site).
- 📖 READ:
  o The Roman World from 753 BCE to 500 CE (found in the “Resources” icon in our class Laulima site, click on the “Secondary Source Readings” folder)
  o Carnage & Culture, Citizenship & The Battle of Cannae (found in the “Resources” icon in our class Laulima site, click on the “Secondary Source Readings” folder)
  o Sallust, Life in the Late Roman Republic (found in the “Resources” icon in our class Laulima site, click on the “Primary Source Readings” folder)
  o Sallust, The Decline of the Roman Republic (found in the “Resources” icon in our class Laulima site, click on the “Primary Source Readings” folder)
  o Robert Harris, “Pirates of the Mediterranean” (found in the “Resources” icon in our class Laulima site, click on the “Secondary Source Readings” folder)
- 😊 DISCUSS: Post in the “Share & Tell #7” Discussion Forum (click on the “Discussion Board” icon on the left side of screen in Laulima). The due date for completion is Sunday, 10/8 @ 11:59pm.
- 😊 DISCUSS: Post in the “Share & Tell #8” Discussion Forum (click on the “Discussion Board” icon on the left side of screen in Laulima). This discussion will not open until Monday, 10/9 @ 12:00am. The due date for completion is Sunday, 10/15 @ 11:59pm.
- 😊 COMPLETE: Take the “Engage & Read Quiz #5” found in the “Engage & Read Quizzes” icon in Laulima. Quiz due by Sunday, 10/15 @ 11:59pm.
WEEK NINE & WEEK TEN: Monday, 10/16 through Sunday, 10/29 (Two-Week Period)

Topic Unit—The Roman Empire

- ENGAGE: Lesson #6 (found in our class Google site).
- READ:
  - Tacitus, *On Corruption in the Early Roman Empire* (found in the “Resources” icon in our class Laulima site, then click on the “Primary Source Readings Folder” folder)
  - Murderous Games Gladitorial Contests in Ancient Rome (found in the “Resources” icon in our class Laulima site, then click on the “Secondary Source Readings Folder” folder)
  - Cicero, *Games & Politics* (found in the “Resources” icon in our class Laulima site, then click on the “Primary Source Readings Folder” folder)
  - Seneca, *The Gladitorial Games* (found in the “Resources” icon in our class Laulima site, then click on the “Secondary Source Readings Folder” folder)
  - Ammianus Marcellinus, *The Luxury of the Rich in Rome* (found in the “Resources” icon in our class Laulima site, then click on the “Secondary Source Readings Folder” folder)
  - Edward Gibbon, *The Decline and Fall of the Roman Empire* (found in the “Resources” icon in our class Laulima site, then click on the “Secondary Source Readings Folder” folder)
  - Medieval Europe, Rome Becomes Christian (found in the “Resources” icon in our class Laulima site, then click on the “Secondary Source Readings Folder” folder)
  - James P. Pinkerton, “Avoiding America’s Decline Starts at Home” (found in the “Resources” icon in our class Laulima site, then click on the “Secondary Source Readings Folder” folder)

- DISCUSS: Post in the “Share & Tell #9” Discussion Forum (click on the “Discussion Board” icon on the left side of screen in Laulima). The due date for completion is Sunday, 10/22 @ 11:59pm.
- DISCUSS: Post in the “Share & Tell #10” Discussion Forum (click on the “Discussion Board” icon on the left side of screen in Laulima). This discussion will not open until Monday, 10/23 @ 12:00am. The due date for completion is Sunday, 10/29 @ 11:59pm.
- COMPLETE: Take the “Engage & Read Quiz #6” found in the “Engage & Read Quizzes” icon in Laulima. Quiz due by Sunday, 10/29 @ 11:59pm.
- COMPLETE: Write “Thematic Writing Exercise #4” found in the “Thematic Writing Exercises” icon in Laulima. Thematic Writing Exercise due by Sunday, 10/29 @ 11:59pm.

WEEK ELEVEN: Monday, 10/30 through Sunday, 11/5

Topic Unit—Writing Your Are We Athens &/Or Rome? Evaluation Paper Mandatory Draft

- NOTE: In the Announcement for Monday, 10/30, I will give you information regarding scheduling your mandatory paper conference. After you see the days & times provided for your paper conference during Week 12, email me ASAP to reserve your preferred day & time, format (in-person at my office Palanakila 136 at Windward Community College OR by phone OR by Google Chat) along with a 2nd & 3rd choice. Note that if you schedule your conference for Monday, 11/6, I will need your draft by Saturday, 11/4 @ 11:59pm.

- COMPLETE: Write the mandatory 1st draft of your Are We Athens &/Or Rome? Evaluation Paper & email me your completed draft as a Word Document, Google Doc or PDF format by Sunday, 11/5 @ 11:59pm. Please note to check your email after 24 hours of the time in which you sent me your draft in order to make sure that I received your draft as I will email you a confirmation. If you do not hear from me, it means that I did not receive your draft. Note that if you schedule your conference for Monday, 11/6, I will need your draft by Saturday, 11/4 @ 11:59pm.
WEEK TWELVE & WEEK THIRTEEN: Monday, 11/6 through Sunday, 11/19 (Two-Week Period)

Topic Unit—The Making of Europe

- ATTEND YOUR SCHEDULED MANDATORY PAPER CONFERENCE (Scheduled for sometime between Monday, 11/6 through Thursday, 11/9)

- ENGAGE: Lesson #7 (found in our class Google site).

- READ:
  - Medieval Europe, The Waning of the Western Empire (found in the “Resources” icon in our class Laulima site, then click on the “Secondary Source Readings Folder” folder)
  - Tacitus, Germania (found in the “Resources” icon in our class Laulima site, then click on the “Primary Source Readings Folder” folder)
  - Medieval Europe, Early Western Christendom (found in the “Resources” icon in our class Laulima site, then click on the “Secondary Source Readings Folder” folder)

- DISCUSS: Post in the “Share & Tell #11” Discussion Forum (click on the “Discussion Board” icon on the left side of screen in Laulima). The due date for completion is Sunday, 11/12 @ 11:59pm.

- DISCUSS: Post in the “Share & Tell #12” Discussion Forum (click on the “Discussion Board” icon on the left side of screen in Laulima). This discussion will not open until Monday, 11/13 @ 12:00am. The due date for completion is Sunday, 11/19 @ 11:59pm.

- COMPLETE: Take the “Engage & Read Quiz #7” found in the “Engage & Read Quizzes” icon in Laulima. Quiz due by Sunday, 11/19 @ 11:59pm.

- COMPLETE: Write “Thematic Writing Exercise #5” found in the “Thematic Writing Exercises” icon in Laulima. Thematic Writing Exercise due by Sunday, 11/19 @ 11:59pm.

WEEK FOURTEEN: Monday, 11/20 through Sunday, 11/26

Topic Unit—The Carolingian Empire & Its Aftermath

- ENGAGE: Lesson #8 (found in our class Google site).

- READ:
  - Medieval Europe, Carolingian Empire (found in the “Resources” icon in our class Laulima site, then click on the “Secondary Source Readings Folder” folder)
  - Carnage & Culture, Landed Infantry & The Battle of Poitiers (found in the “Resources” icon in our class Laulima site, click on the “Secondary Source Readings Folder” folder)
  - Einhard, Life of Charlemagne (found in the “Resources” icon in our class Laulima site, then click on the “Primary Source Readings Folder” folder)
  - Einhard, The Wars of Charlemagne (found in the “Resources” icon in our class Laulima site, then click on the “Primary Source Readings Folder” folder)
  - Medieval Europe, The New Invasions (found in the “Resources” icon in our class Laulima site, then click on the “Secondary Source Readings Folder” folder)

- DISCUSS: Post in the “Share & Tell #13” Discussion Forum (click on the “Discussion Board” icon on the left side of screen in Laulima). The due date for completion is Sunday, 11/26 @ 11:59pm.

- COMPLETE: Take the “Engage & Read Quiz #8” found in the “Engage & Read Quizzes” icon in Laulima. Quiz due by Sunday, 11/26 @ 11:59pm.

- COMPLETE: Write the final draft of your Are We Athens &/Or Rome? Evaluation Paper & email me your completed final draft as a Word Document, Google Doc or PDF format by Sunday, 11/26 @ 11:59pm. Please note to check your email after 24 hours of the time in which you sent me your draft in order to make sure that I received your draft as I will email you a confirmation. If you do not hear from me, it means that I did not receive your draft.
WEEK FIFTEEN & WEEK SIXTEEN: Monday, 11/27 through Sunday, 12/10 (Two-Week Period)

Topic Unit—Western Christendom

- ENGAGE: Lesson #9 (found in our class Google site).
- READ:
  - Medieval Europe, Europe Survives the Siege (found in the “Resources” icon in our class Laulima site, then click on the “Secondary Source Readings Folder” folder)
  - Medieval Europe, Conquests and Crusades (found in the “Resources” icon in our class Laulima site, then click on the “Secondary Source Readings Folder” folder)
  - Medieval Europe, Worlds in Collision: Papacy and Empire (found in the “Resources” icon in our class Laulima site, then click on the “Secondary Source Readings Folder” folder)
  - Medieval Europe, The Growth of the Kingdoms of England and France (found in the “Resources” icon in our class Laulima site, then click on the “Secondary Source Readings Folder” folder)
  - Medieval Europe, Christianity and the State in the Late Middle Ages (found in the “Resources” icon in our class Laulima site, then click on the “Secondary Source Readings Folder” folder)

- DISCUSS: Post in the “Share & Tell #14” Discussion Forum (click on the “Discussion Board” icon on the left side of screen in Laulima). The due date for completion is Sunday, 12/3 @ 11:59pm.
- DISCUSS: Post in the “Share & Tell #15” Discussion Forum (click on the “Discussion Board” icon on the left side of screen in Laulima). This discussion will not open until Monday, 12/4 @ 12:00am. The due date for completion is Sunday, 12/10 @ 11:59pm.
- COMPLETE: Take the “Engage & Read Quiz #9” found in the “Engage & Read Quizzes” icon in Laulima. Quiz due by Sunday, 12/10 @ 11:59pm.
- COMPLETE: Write “Thematic Writing Exercise #6” found in the “Thematic Writing Exercises” icon in Laulima. Thematic Writing Exercise due by Sunday, 12/10 @ 11:59pm.

WEEK SEVENTEEN: Monday, 12/11 through Wednesday, 12/13:

Topic Unit—Finishing Up the Class

- COMPLETE: Finish any late assignments (i.e., Thematic Writing Exercises, Engage & Read Quizzes, and the Evaluation Paper) by Wednesday, 12/13 @ 11:59pm.


*THINGS TO REMEMBER FOR FORMAL WRITING ASSIGNMENTS (I.E., THEMATIC WRITING EXERCISES & RESEARCH PAPERS):

1. Do **not** use "I", "we" or "you" in your sentences. The use of "I" in any formal, objective writing assignment is redundant and unnecessary because the reader already knows that what you write is your own argument and doesn't need to be reminded that this is what you think.

2. "You" should always be replaced by the impersonal "one" in formal, objective writing assignments.

3. Do **not** start sentences with "which", "because" or "and." Words such as these are best used within a sentence, and to see a sentence start with one of these words means that the point of the previous sentence was not completed.

4. Create strong & concise topic sentences for the paragraphs in the essay's body. A strong & concise topic sentence serves as the mini-thesis of your paragraph and shows how your paragraph supports your thesis. The evidence you then provide and explain in your paragraph needs to logically flow from this topic sentence. Always remember that strong & concise topic sentences do **not** start with an author's quote.

5. Evidence provided in a paragraph in the essay's body must be properly explained and analyzed. Specific examples are a must. Always make sure to tie your evidence back to the topic sentence of your paragraph.

6. If quoting from a source, always write in this format or a similar format: In [insert title of work], [insert author's name if an article or book, or name of character if quoting a character in a book or movie] argued / pointed out / asserted (or a similar verb) that [insert quote]. An example of this format would be the following sentence: In *Leviathan*, Thomas Hobbes argued that in the State of Nature, the "life of man is nasty, brutish and short."

7. Use appropriate transitions between paragraphs and between sentences within a paragraph when going from one point (or piece of evidence) to another point (or piece of evidence) to show structure and a logical flow of ideas. Transitions include words such as: Furthermore, Additionally, Also, For example, For instance, According to, One, Two (and other numbers depending on how many points are being made), On the other hand, Lastly, In sum, In conclusion. Note that sometimes transitions like "also" are embedded within a sentence and that there is such a thing as transition overload (i.e., while transitions ease flow, sometimes sentences imply flow without the use of transitions).

8. Titles of movies, books, and TV shows are put in italics. Titles of specific TV show episodes are put in quotations and **not** italicized.

9. **KEEP IN MIND:** An "A" paper is both **specific** and **analytical** while a "D" paper is general and narrative.