

Culture and Civilization 2013 – 2014

St. Francis School

Dr. Marshall

Overview

This course is designed to give you--the student-- an overview of ancient world cultures from the roots of humanity to ancient Greece. You will learn how to think critically: to recognize cause and effect, identify historical patterns in events and appreciate how geography, art, literature, economics, religion, and politics (among other influences) shape cultures.

An equally important component of this course is learning how to communicate information you have gathered and synthesized. We will work on four areas of communication: informal discussions, formal presentations, informal writing and formal writing. It is NOT enough to be able to identify historical patterns; you must also express them coherently to others. By the end of the year, you will be comfortable with the major figures and events of ancient history and be able to place them in thematic relationship to surrounding events, figures, and cultures – and then explain this to others through a variety of mediums.

Class Structure

Each unit will be graded on the following:

- notes on lectures, readings, videos and discussions (20%)
- class participation (including lateness, preparedness and absences), which is figured into your “notes” grades
- current events assignments and quizzes (10%)
- Map tests (10%)
- Unit exams or writing assignments (45%)
- Final Exam (15%)

Classroom Materials:

- Assigned books. Students are responsible for all lost, stolen, or damaged materials assigned to them. Put your name in your book as soon as you purchase it and don't let others borrow it because if they lose it, you are still responsible.
- A loose-leaf notebook or binder
- Paper in notebook or binder must be standard-sized lined paper.

- Pen, sharpened pencil, selection of colored pencils
- Assigned Work

Classroom Expectations (for students and teacher)

1. Everyone is expected to be on time for class. The ONLY legitimate excuse is a note from a teacher or parent.
2. Please do not ask to leave during the class. It is disruptive. Leave only if it is an emergency and ask to do so quietly. Make sure you go to the bathroom during your free period, lunch, or between classes.
3. Be prepared for class. This means a pen or pencil, enough paper and whatever books are relevant for the work that day.
4. No food or gum is permitted in class. Drinks are allowed, but I reserve the right to change my mind.
5. No cell phones, I-pods, or other electronic devices are allowed in class. If I see them, I will both ask you to put it away and/or remove the device from your possession and give it to Ms. Gorman. Points will also be taken off your participation grade. Laptops are permitted, but if they are not used properly (in other words, used for notes and occasional fact checking), the student will lose this privilege.

Participation

This is a critical portion of your grade. We will be having many discussions, debates, simulating activities and other opportunities for you to engage with the material orally. By speaking up in class, you will become a critical component of the class and you will have a much better time.

1. Please state your opinions clearly and without contempt for others.
2. Do not be afraid to disagree with me or the status quo.
3. Respect others at all times.
4. Do not interrupt other students or me.
5. Listen well. This is an important part of discussions. You cannot argue effectively or think critically unless you understand what others are saying.
6. Ask any question that will help you understand the material.

Homework

1. There is quite a bit of required reading for this course. There will also be surprise quizzes and essays on the handouts and books. These quizzes will ask you to remember some obvious details or answer a critical thinking question.

2. Homework will always be posted week to week on the class whiteboard and on Edline.

Tests/Projects

Student competence will be assessed each unit through a project or test.

Plagiarism

Students are reminded that plagiarism in any form is not permitted. See student handbook for details about our plagiarism policy.

Absences

Absences are often unavoidable. If you must be absent from the class, all school rules apply in reference to making up the work.

1. You have as many days as you were gone to complete the assignments or take the test. If you do not make it up in the allotted time you will get no credit (even on the test). I will NOT remind you of this, so it is your responsibility to talk to me before it is too late.

2. It is your responsibility to identify the assignments you missed. Get the information from another student. Do not call me at home to ask this, do not find me in the halls, do not ask me before class starts. Find me during my free periods, lunch, before morning meeting, or after school to set up a time to take any missed tests or quizzes. Make sure you see me write it down.

Late Work:

All assignments must be handed in on time. No late work will be accepted and I rarely give extra credit. The following guideline applies: assignments turned in during the class on the due date are considered on time for full credit; assignments turned in after the class without a written note from a parent or a physician will be considered late. Students who are absent for class, but who are at school at any time during the day a project is due, must submit that project on the due date.

Suggestions to be Successful

- Study every school night, even if there is no assigned homework.

- Listen to both the teacher and your classmates. It is the best way to know what to study.
- Ask questions to clarify what you don't understand
- Do your homework, not just to get it done, but to learn from the assignment.

Unit 1: Beginnings of History

Ways of the World

Geography of Religion

Gilgamesh

Sophocles: The Three Tragedies

Day 1: Prologue: From Cosmic History to Human History (li – lix) in *Ways of the World*

Day 2: First Things First: Beginnings in History (3-10)

Day 3: First Peoples: Populating the Planet (11-16)

Day 4: First Peoples: Populating the Planet (16-20)

Day 5: First Peoples: Populating the Planet – The Ways We Were (20-23)

Day 6: First Peoples: Populating the Planet (23-29)

Day 7: First Peoples: Populating the Planet (29-33)

Day 8: DOCUMENTS: 1:1 A Paleolithic Woman in the Twentieth Century (34-41)

Day 9: VISUAL SOURCES: 1.1-1.3 (44-47)

Day 11: Review

Day 12: Unit Exam

Unit 2: First Farmers: The Revolutions of Agriculture

Day 14: Introduction and Comparing Agricultural Beginnings (49-56)

Day 15: Relevant Documents and Visual Sources

Day 16: The Globalization of Agriculture (56-62)

Day 17: Relevant Documents and Visual Sources

Day 18: Social Variation in the Age of Agriculture (62-67)

Day 18: Relevant Documents and Visual Sources

Day 19: Review

Day 20: Unit Exam

Unit 3: First Civilizations: Cities, States, and Unequal Societies

Day 21: Introduction and “Something New: The Emergence of Civilization (85-91)

Day 22: Something New: The Emergence of Civilization (91-94)

Day 23: The Erosion of Equality (94-98)

Day 24: The Rise of the State (99-103)

Day 25: Comparing Mesopotamia and Egypt (103-108)

Day 26: Comparing Mesopotamia and Egypt (108-112)

Day 27: Review

Day 28: Quest

Unit 4: Gilgamesh

Day 30: *Geography of Religion* (18-26)
Day 31: *Geography of Religion* (26-38)
Day 32: *Geography of Religion* (38-46)
Day 33: *Geography of Religion* (46-57)
Day 34: *Geography of Religion* (57-69)
Day 35: Short Quiz
Day 36: DOCUMENTS (115-119)
Day 37: DOCUMENTS (119-122)
Day 38: DOCUMENTS (122-125)
Day 39: VISUAL SOURCES (126-131)
Day 40: DOCUMENTS – IN SEARCH OF ETERNAL LIFE (115-116)
Day 41: Gilgamesh
Day 42: Gilgamesh
Day 43: Gilgamesh
Day 44: Gilgamesh
Day 45: Gilgamesh
Day 46: Gilgamesh
Day 47: Gilgamesh
Day 48: Gilgamesh
Day 49: Gilgamesh
Day 50: Review
Day 51: Review
Day 52: Unit Test

Unit 5: The Classical Era in World History and *Sophocles: The Three Theban Plays*

Day 53: After the First Civilizations (132-141)
Day 54: Introduction to Eurasian Empires, as well as Empires and Civilizations in Collision (142-147)
Day 55: Empires and Civilizations in Collision (147-150)
Day 56:
-Read Handout on Tragedy
-Break into groups that will perform *Oedipus at Colonus* and *Antigone*
Day 57: From *Sophocles: The Three Theban Plays* read Oedipus the King
Day 58: Oedipus The King (159-168)
Day 59: Oedipus The King (168-185)
Day 60: Oedipus The King (186-195 (where Jocasta enters)
Day 61: Oedipus The King (195-208)
Day 62: Oedipus The King (209-238)
Day 63: Oedipus The King (239-251)

Day 64: Preparation for performances
-Preparing handout for vocabulary

Day 65: Preparation for performances
-Choose a director, divide up roles, designate set and costume people

Day 66: From *Ways of the World* read Collision: The Greco-Persian Wars (150-151)
-Preparation for performances
-practice play

Day 67: Collision: Alexander and Hellenistic Era (152-154)
-Preparation for performances
-practice play

Day 68: Comparing Empires: Roman and Chinese (154-158)
-Preparation for performances
-practice play

Day 69: Preparation for performances
-dress rehearsal

Day 70: Performance 1 (Oedipus at Colonus)

Day 71: Performance 1 (Oedipus at Colonus)

Day 72: Performance 2 (Antigone)

Day 73: Performance 2 (Antigone)

Day 74: Review for Unit Exam

Day 75: Unit Exam

Day 76: Preparation for Student review for Final

Day 77: Preparation for Student review for Final

Day 78: Review for Final

Day 79: Review for Final

Day 80: Review for Final

Day 81: Review for Final

Day 82: Review for Final

SECOND SEMESTER

Ways of the World

Geography of Religion

Ramayana

Unit 6: Comparing Empires and the *Ramayana*

Day 1: Comparing Empires: Roman and Chinese (158-165)

Day 2: Intermittent Empire: The Case of India (165-167)

Day 3: Reflections: Classical Empires and the Twentieth Century (167-169)
Day 4: DOCUMENTS (Introduction and In Praise of Athenian Democracy (170-172)
Day 5: DOCUMENTS (In Praise of the Roman Empire (172-174)
Day 6: DOCUMENTS (Governing a Chinese Empire (174-175)
-MOVIE (*Confucius*)
Day 7: VISUAL SOURCES (180-187)
Day 8: DOCUMENTS (Governing an Indian Empire (176-179)
Day 9: *Ramayana* (Rama's Initiation)
Day 10: *Ramayana* (The Wedding)
Day 11: *Ramayana* (Two Promises Revived)
Day 12: *Ramayana* (Encounters in Exile)
Day 13: *Ramayana* (The Grand Tormentor)
Day 14: *Ramayana* (Vali)
Day 15: *Ramayana* (When the Rains Cease)
Day 16: *Ramayana* (Memento from Rama)
Day 17: *Ramayana* (Ravana in Council)
Day 18: *Ramayana* (Across the Ocean)
Day 19: *Ramayana* (The Siege of Lanka)
Day 20: *Ramayana* (Rama and Ravana in Battle)
Day 21: *Ramayana* (Interlude)
Day 22: *Ramayana* (The Coronation)
Day 23: Review
Day 24: Review
Day 25: Unit Exam

Unit 7: Eurasian Cultural Traditions

Day 34: Introduction (189-192)
Day 35: China and the Search for Order (192-195)
Day 36: China and the Search for Order (195-197)
Day 37: *Ways of the World* (Cultural Traditions of Classical India – Vedic Hinduism (197-198)
Day 38: *Ways of the World* (Cultural Traditions of Classical India – Bhakti yoga (201-202)
Day 39: *Geography of Religion* (Hinduism (73-87)
Day 40: *Geography of Religion* (Hinduism (87-102)
Day 41: *Geography of Religion* (Hinduism (102-131)
Day 42: *Ways of the World* (Cultural Traditions of Classical India – Buddhism (199-201)
Day 43: *Geography of Religion* (Buddhism (136-153)
Day 44: *Geography of Religion* (Buddhism (154-173)
Day 45: *Geography of Religion* (Buddhism (173-197)

Day 46: Moving Toward Monotheism – Zoroastrianism (203-204)

Day 47: Moving Toward Monotheism – Judaism (204-205)

Day 48: *Geography of Religion* (Judaism (201-222)

Day 49: *Geography of Religion* (Judaism (222-250)

Day 50: *Geography of Religion* (Judaism (250-261)

Day 51: The Cultural Tradition of Classical Greece (205-208)

Day 52: The Cultural Tradition of Classical Greece (208-209)

Day 53: Comparing Jesus with the Buddha (209-212)

Day 54: Comparing Jesus with the Buddha (212-216)

Day 55: DOCUMENTS (217-226)

Day 56: VISUAL SOURCES (227-235)

Day 57: Review

Day 58: Unit Test

Unit 8: Eurasian Social Hierarchies

Day 59: Introduction, "Society and the State in Classical China" and "Class and Caste in India" (237-246)

Day 60: Slavery in the Classical Era: The Case of the Roman Empire (247-252)

Day 61: Comparing Patriarchies of the Classical Era (252-255)

Day 62: Comparing Patriarchies of the Classical Era (255-259) and Reflections: Arguing with Solomon and the Buddha (259-261)

Day 63: DOCUMENTS

Day 64: VISUAL SOURCES

Day 65: Review

Day 66: Unit Exam

Unit 9: Classical Era Variations

Day 67: Introduction and The African Northeast (281-288)

Day 68: Along the Niger River: Cities without States / South of the Equator: The World of Bantu Africa (288-292)

Day 69: Civilizations of Mesoamerica (292-297)

Day 70: Civilizations of the Andes (297-301)

Day 71: North America in the Classical Era: From Chaco to Cahokia / Reflections (301-306)

Day 72: DOCUMENTS

Day 73: VISUAL SOURCES

Day 74: Review

Day 75: Unit Exam

Day 76-88: Mahayana Buddhism (Nagarjuna and Questions of King Milinda)

Day 89: Review for Final Exam

