**History 101: Western Civilization**

Benton Center -- Fall 2016

6:00-850 pm, Tuesdays

**June E. Morris, MSEd**

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Office: I don’t have an office, but you can find me here approximately a half-hour prior to class.

E-mail: please use this email address. It is the quickest way to reach me: morrisju@linnbenton.edu

**Please see my instructor website for the course outline.**

**E-mailing Assignments**: Please send all assignments to **morrisju@linnbenton.edu** and include your name and “history 101” in the subject line. Send your document as an attachment. DO NOT write any assignment in an email; use attachments or share a google document with me. Please title each submission with the correct name (see below in course requirements).

***Accommodations for Disabilities****: Students who may need accommodations due to documented disabilities, who have medical information which the instructor should know, or who need special arrangements in an emergency, should speak with the instructor during the first week of class. If you have not accessed services and think you may need them, please contact Disability Services, 917-4789.*

**TEXTBOOKS:** [***Antigone (for free!)***](https://mthoyibi.files.wordpress.com/2011/05/antigone_2.pdf)

**Additional Reading:**[***The Great Mortality***](https://drive.google.com/drive/u/1/search?q=the%20great%20mortality) **(click here for required excerpts).**

**Key Dates:**

**October 18 Response 1 due (different from *Antigone* response)**

 Write your response to this question: ***Describe how ancient civilizations are***

***both remarkably the same and yet, different.***  *What might shape these differences? Use specific examples from the readings, notes, and films (“Guns, Germs, Steel”, also the Egypt film). See help below for writing a response for a history class. Generally your response should be between 1-2 pages (typed and double spaced). Please email or share your response via google docs or as an attachment. Use several specific examples from your readings, the notes, and the films. Make a CLAIM, support it with EVIDENCE, and conclude with ANALYSIS.* ***Remember****: you should be using many of the sources we used in class or were assigned to you.*

October 25 Quiz 1 Must finish by midnight on October 26

**Link:** [**Click here! Don't forget to fill in your name as the first question!**](https://docs.google.com/forms/d/e/1FAIpQLScODT_a2fPvOkFVRekwAPAW6yshX9cZ9qaHs1dca14Y7Gd9FA/viewform) **You must finish before midnight TOMORROW, October 26.**

Also, ***Antigone* response** due (this is NOT the same as Response 1, which is due on October 18):

Connect the story of *Antigone* to the Greek idea of “arete”. Use at least

one line from the play to support your answer. Also, how is the overall

message of *Antigone* one of Civil Disobedience? (Make sure you

understand the concept of “civil disobedience”.) Include at least two

direct lines (quotes) from the play to support your answer.

What lessons are relevant today from reading *Antigone*? Include at

least two specific plot details and/or themes and connect them to our

modern lives.

November 1 Response 2 due. Submit online.

**RESPONSE 2:**  Consider the evolution of Rome from a Republic to an Empire. Choose a social, political, or economic factor to trace during the near 1,000-year history of Rome’s dominance. (Possible topics: religion, intolerance, trade, education, philosophy, military tactics, family roles, slavery, “others” in Rome, political ideas . . . .). You will need to use the sources (see above) and may need to complete additional research. You may also use the notes as a resource but your topic must be thorough in its explanation.

**This will be due on November 1,** in class or via email by midnight on November 1. **This will be RESPONSE 2. Please label it as such in your email.**

November 8 Response 3 due

November 15 Plague Case Study due

November 22 Quiz 2 Must finish by midnight November 24. NO CLASS

TONIGHT

November 29 All extra credit due

December 6-7 Final Exam Must complete online, unless you

make arrangements with me to take it in person

**Course requirements (grading):**

* **Homework Responses**; 25 points each (total of 3 for 75 points). Scroll down to end of outline for specifics on how to write for a history class.
* **Two online quizzes** (in additional to online final); 25 questions each (50 points total).
	+ **Quiz 1** must be taken between **October 25 (noon) and October 27 (midnight). The link will be HERE, but not until October 25.** Be prepared to answer questions on early civilizations (what makes a civilization and how did civilization progress from Hunter/Gatherer to sedentary); Diamond’s premise in “Guns, Germs, and Steel”; what are the key social, economic, and political factors shaping early Egypt (based on documentary); Code of Hammurabi -- what was it? What defines Athenian culture (Pericles’ Funeral Oration, Allegory of the Cave); early Greek/Hellenistic philosophy; role of Alexander the Great; *Antigone*; hubris and arete; and how did Rome develop (the Republic, the Empire, key figures and ideas that shaped society; expansion factors).
	+ **Quiz 2** must be taken between November 22 and midnight on November 24.
* **In-class assignments;** 10 points each (variable amount; typically 3-5). Absenteeism is a often a problem; please come to class to learn AND to complete the in-class assignments.
* ***Antigone* Response**; 25 points. Click [here](https://mthoyibi.files.wordpress.com/2011/05/antigone_2.pdf) to access the entire play online -- for free!
	+ **Connect the story of *Antigone* to the Greek idea of “arete”. Use at least one line from the play to support your answer.**
	+ **How is the overall message of *Antigone* one of Civil Disobedience? (Make sure you understand the concept of “civil disobedience”.) Include at least two direct lines (quotes) from the play to support your answer.**
	+ **What lessons are relevant today from reading *Antigone*? Include at least two specific plot details and/or themes and connect them to our modern lives.**
* **Plague Case Study; 25 points**. You must read [the Great Mortality](https://drive.google.com/drive/u/1/search?q=the%20great%20mortality) and cite it as part of your response (see below for requirements for this response).
* **Final exam; 100 points.** This will be an online exam (complete between December 6-7; see below for more specific information). Multiple choice (40-50 questions, 2 pts each) and 2 short answer questions (10 points each). You may choose which short answer questions you answer.
* **To sum it up:** You will have 5 written assignments outside the classroom, 2 quizzes, a final exam, and a few in-class assignments.

**The Week-by-Week Plan**

**September 27 -- Week 1 --** Intro to course.

* **We will examine the question**: What makes a civilization? What are key characteristics? We will view [these notes](https://docs.google.com/presentation/d/1ETNkutub-ScmSu4B3HZL9haaf9HiZlF9PInQEAGMmk8/edit#slide=id.g6602211e0_0_0) about the evolution of early civilizations.
* **We will begin viewing** Part 1 of [Guns, Germs, and Steel to put ideas about civilization into the correct context](https://www.youtube.com/watch?v=i885hopsw6E). You must finish this film on your own; you will use ideas from this film for your first response due on October 11. As you view, consider the questions below to help guide your viewing. The film is approximately 45 minutes total.
1. What is geographic “luck” as defined by Jared Diamond?
2. Which plants and animals made certain civilizations geographically lucky?
3. List ways in which Mesopotamia is a cultural hearth.
* **Keep in mind that we will soon be reading/discussing *Antigone*** (see below for details on the **“Antigone Response”**). We will discuss the play in class on **October 18**. Please review the links on the following [website prior to (October 18).](http://www.ancientgreece.com/s/Main_Page/)  This will give you essential information to better understand the play, but also to help write about it, as well as read, understand, and discuss various primary sources related to it. Response due on October 25.
* **Please read and view the following links (from open source -- free -- textbooks) prior to next week:**
	+ [Primal Religion](http://www.fsmitha.com/h1/ch00.htm)
	+ [Population, gods, and sacrifices](http://www.fsmitha.com/h1/religion-agriculture.htm)
	+ [Civilization in Mesopotamia](http://www.fsmitha.com/h1/ch01.htm)
	+ [Proverbs from Sumerian](http://legacy.fordham.edu/halsall/ancient/2000sumer-proverbs.asp) and [Babylonian Proverbs](http://legacy.fordham.edu/Halsall/ancient/1600ashubanipal-proverbs.asp)
	+ [Advice of an Akkadian Father to his Son](http://legacy.fordham.edu/Halsall/ancient/2200akkad-father.asp)
	+ [Egypt and North Africa](http://www.fsmitha.com/h1/ch02.htm)
	+ [Women's Rights in Ancient Egypt](http://web.archive.org/web/19970630114400/http%3A//www.library.nwu.edu/class/history/B94/B94women.html)
	+ [Early European Civilization](http://www.fsmitha.com/h1/ch07.htm)
	+ OPTIONAL: view all or part of the film [Ancient Egypt: Life and Death in the Valley of Kings](https://www.youtube.com/watch?v=C39cgxTRh_c) and look for examples of the key characteristics -- Social, Economic, and Political -- of a civilization. We will view a few short scenes next week in class but the entire documentary is fascinating if you have always been intrigued by Egypt.

**October 4 -- Week 2**

* **Question of the Week**: How does the ancient world (in particular, Egypt) compare to the Classical world of the Greeks and Romans? You will have the beginning of an idea of how to answer this question by the end of class tonight. We will continue to add to your answer next week. Your first response (see below) is due on October 18.
* See note from Week 1; you should have read several links (see above) to give you more context on the ancient world.
* Tonight, we will:
	+ We will connect Egypt to the other ancient civilizations.
		- View scenes: start at 3:20-27:00
		- We also read this [excerpt](https://docs.google.com/document/d/12sVZrti7ZkSzVOYpfWL3aeFjWwZL37xN2StWwLFIIHo/edit) from the Egyptian Book of the Dead. It’s often referred to as the “negative confession.”
	+ We will also examine the role of Hammurabi in shaping early legal thought by looking at this [document](http://www.gonzaga.org/document.doc?id=1509) in class. We will also look at some other early civilization primary sources.
	+ We discussed what civilizations NEED: religion, gender role, military, education, literature/history/mythology, military, hierarchy, agriculture, laws
	+ You could also take a look at the 10 Commandments; it’s easy to see a connection between ancient documents and proverbs, excerpts from the Bible.
	+ Take notes on ancient world, focusing on key ideas of the Greeks. Here is a link to the [notes](https://docs.google.com/presentation/d/1ANsn4eLDe7EOffXsd2xoGR3x82SSHJ29RbOBBFBzqm4/edit#slide=id.g16ac1b9825_0_7). For more on the rivalry between Greek City States, read these: [Sparta](http://www.historyteacher.net/EuroCiv/Resources/reading-AncientSparta.pdf) vs [Athens](http://www.historyteacher.net/EuroCiv/Resources/reading-Athens-SchoolforCitizens.pdf) (optional, but recommended)
* We will examine these primary sources and discuss in class. If we run out of time, please read these before next week. Required reading.
	+ [Socrates quotes](http://www.brainyquote.com/quotes/authors/s/socrates.html)
	+ [Pericles's Funeral Oration](http://www.historyteacher.net/EuroCiv/Resources/reading-PericlesFuneralOration.pdf)
	+ [Who was Sophocles?](http://www.watson.org/~leigh/drama.html#sophocles)
* **Coming up! RESPONSE 1 due by October 18**. Write your response to this question: ***Describe how ancient civilizations are both remarkably the same and yet, different.***  *What might shape these differences? Use specific examples from the readings, notes, and films (“Guns, Germs, Steel”, also the Egypt film). See help below for writing a response for a history class. Generally your response should be between 1-2 pages (typed and double spaced). Please email or share your response via google docs or as an attachment. Use several specific examples from your readings, the notes, and the films. Make a CLAIM, support it with EVIDENCE, and conclude with ANALYSIS.* ***Remember****: you should be using many of the sources we used in class or were assigned to you.*

**October 11 -- Week 3**

* Question of the week: Was Alexander the Great really a great leader? We will evaluate his leadership through a film and primary sources.
* Remember that your **reading for next week is to complete *Antigone***.
	+ Here is some [Background info](https://docs.google.com/presentation/d/1zCZCBmGt2MYR5n9viIwtn5iJyXrcTZB0jP4NsouU15Y/edit#slide=id.p21) to help your understanding. I suggest reading it; it is optional but VERY helpful.
	+ And an *Antigone* [meme](http://cdn.meme.am/instances/10335082.jpg), which will make sense as you read the play.
* First, we need to examine Plato’s Allegory of the Cave and discuss the concept of “the real vs. the ideal”
	+ Describe an experience you have had in which something that looked true turned out to be false or looked false turned out to be true.
	+ How is it possible that people can believe in illusion and accept it as reality?
	+ What sometimes happens to people when the illusion is shattered and reality is revealed?
	+ Describe other "caves" in modern life in which people might be "imprisoned" or feel "imprisoned".
	+ If a prisoner is released from the cave and compelled to look toward the light, what will he experience? Why?
	+ If the liberated prisoner goes back to the cave and tries to explain to his former fellow prisoners, what kind of reaction will he get? Why?
* Next, we will be doing in an-depth study of Alexander “The Great”
	+ First, a brief intro the Alexander the Great: [Notes](https://docs.google.com/presentation/d/16fhR_EfJh0i7vp9YFpl69Fu6CrN2KOaKuX_dx9rOi3M/edit#slide=id.p3)
		- We will view a [film (Ancients behaving badly: Alexander the Great)](https://www.youtube.com/watch?v=Ks9mC5ouM3A) and then complete an in-class assignment using [primary sources](http://onlinecampus.fcps.edu/media2/social_studies/whgii_2010/era3topic12/resources/alexander_the_great_dbq.pdf) related to Alexander the Great
* **Coming up soon! *Antigone* Response. Finish and submit questions by Week 5/October 25.** Here are your questions for your final response:
	+ Connect the story of *Antigone* to the Greek idea of “arete”. Use at least one line from the play to support your answer.
	+ How is the overall message of *Antigone* one of Civil Disobedience? (Make sure you understand the concept of “civil disobedience”.) Include at least two direct lines (quotes) from the play to support your answer.
	+ What lessons are relevant today from reading *Antigone*? Include at least two specific plot details and/or themes and connect them to our modern lives.

**October 18 -- Week 4**

* **Response 1 (see above) is due tonight by midnight.**
* **Quiz 1 is coming!**
* **Your homework for next week (October 25/Week 5)** is to read the following articles from our open source textbooks (see below).
* [Notes](https://docs.google.com/presentation/d/1OogbwutmRRy9o-dBsjLQHgmE3Sb1yRyInnJftsC522Q/edit?usp=drive_web) for tonight
* Tonight, we will begin our study of Rome and the Roman legacy. Prior to class, please read. You will use these on your next response.
	+ [Fides](http://www.csun.edu/~hcfll004/fides.html)
	+ [Republican Rome](http://www.historyguide.org/ancient/lecture11b.html)
	+ [Augustus and the Pax Romana](http://www.historyguide.org/ancient/lecture12b.html)
	+ [Brief social history of the Roman Empire](http://www.historyguide.org/ancient/lecture13b.html)
	+ [Letters from Soldier](http://www.csun.edu/~hcfll004/paplet1.htm)
	+ [The Ideal Education](http://www.fordham.edu/halsall/ancient/quintilian-education.asp)
	+ [Roman Banquet](http://www.fordham.edu/halsall/ancient/macrobius-3-13.asp)
	+ [Decline and Fall of Rome](http://www.historyguide.org/ancient/lecture14b.html)

**RESPONSE 2:**  Consider the evolution of Rome from a Republic to an Empire. Choose a social, political, or economic factor to trace during the near 1,000-year history of Rome’s dominance. (Possible topics: religion, intolerance, trade, education, philosophy, military tactics, family roles, slavery, “others” in Rome, political ideas . . . .). You will need to use the sources (see above) and may need to complete additional research. You may also use the notes as a resource but your topic must be thorough in its explanation.

* + **This will be due on November 1,** in class or via email by midnight on November 1. **This will be RESPONSE 2. Please label it as such in your email.**

**October 25 -- Week 5**

* **Quiz 1:** [**Click here! Don't forget to fill in your name as the first question!**](https://docs.google.com/forms/d/e/1FAIpQLScODT_a2fPvOkFVRekwAPAW6yshX9cZ9qaHs1dca14Y7Gd9FA/viewform) **You must finish before midnight TOMORROW, October 26.**
* **Your *Antigone* responses are due tonight. (See above for instructions.)**
* Tonight in class we will discuss Celtic and Barbarian Europe, especially Britain. We will also discuss the “fall” of Rome. Here are the notes about the [Celts](https://docs.google.com/presentation/d/1DY6VlySnH00HT-3QHpFy1ohF0oLDuXyAt6Yt-r1zWAU/edit#slide=id.p3) to view on your own. Discuss key points of the film, [Barbarians and Rome](http://www.youtube.com/watch?v=VtxSeGkeyKk), which had been assigned as homework. (Be aware that material such as this will be on your final exam and is useful for writing your responses.)
	+ This [optional article](http://www.latimes.com/science/sciencenow/la-sci-sn-british-genetics-20150318-story.html) may prove interesting to those of you of Celtic heritage.
* Click HERE for a link to the [Notes](https://docs.google.com/presentation/d/1OogbwutmRRy9o-dBsjLQHgmE3Sb1yRyInnJftsC522Q/edit)
* We will view this [this section](https://www.youtube.com/watch?v=ayPwk7tCnHs) of the history of the Roman Empire and the emergence/importance of Christianity
* **In class**, we will discuss the following primary sources and answer the following questions. **This assignment is part of your “in-class” grade.**
	+ Question: [click here](https://docs.google.com/document/d/1SMwTKyUGKK4Mg4oGrjvLJbdEtRnFWVd5I_1e0YkV2IQ/edit). If you were gone tonight, here are the documents we looked at. [Certificate from having sacrificed to the gods](http://legacy.fordham.edu/halsall/ancient/250sacrificecert.asp), [Codex Theodosianus](https://legacy.fordham.edu/halsall/source/codex-theod1.asp), and [St. Augustine: the Two Cities](http://public.wsu.edu/~brians/world_civ/worldcivreader/world_civ_reader_1/two_cities.html)
* Please read the following prior to class:
	+ [Christianity as a cultural revolution](http://www.historyguide.org/ancient/lecture15b.html)
	+ [Early Christian Leaders](http://www.historyguide.org/ancient/lecture16b.html)
	+ [Byzantine Civilization](http://www.historyguide.org/ancient/lecture17b.html)
	+ [Islamic Civilization](http://www.historyguide.org/ancient/lecture18b.html)
	+ [Early Medieval Monasticism](http://www.historyguide.org/ancient/lecture19b.html)

**November 1 -- Week 6**

* Your homework is due (see above). **This is RESPONSE 2.**
* Please read the following for tonight. The topic is the Medieval world, the power of the Christian/Catholic Church, and how Islam influenced medieval Europe.
* RESPONSE 3, which is listed below, is due by November 8 (next week).
	+ [Contending ideas in Western Europe](http://www.fsmitha.com/h3/phil02.htm)
	+ [Christian Organization and Conflict](http://www.fsmitha.com/h3/rel-christ01.htm)
	+ [Ideas of Islam](http://www.fsmitha.com/h3/rel-islam04.htm)
	+ View also [Islam: Empire of Faith (part 2) on youtube](https://www.youtube.com/watch?v=X1PxJomypQE) (approx 1 hour)
	+ And view the much shorter (less than 30 minutes) documentary on [Monastic life](https://www.youtube.com/watch?v=JpNk4TWl3AE) in this era
* [Notes (you can stop at slide 62)](https://docs.google.com/presentation/d/1ym9JWGWq45j3Xv1iuZOvZ1qEEqfDzmEDLpduCRLkrUw/edit#slide=id.p41) These notes are of the early medieval era and the role of the Church over everyday life.
* **RESPONSE 3** will be to answer the following questions, which will be due in class or via email by November 8. **The Questions:** How did the Church fill the economic, social, and political void left by the defunct Roman Empire? Consider the visibility of the Church in everyday life. How did the Church shape life in the medieval era? What limitations did the Church place on Christians during the Medieval Era? How was life under Islamic rule in Europe radically different from life in Christian Europe? You may divide your response into brief (3-5 sentence) responses for each question, or you may condense into one response (1-2 pages). The questions are definitely intertwined.

**November 8 -- Week 7**

* **Response 3 is due tonight.**
* **We will discuss** [**these questions**](https://docs.google.com/document/d/1H9daBIMFbNtu8VT1AmZYYGu9sVpDv1uGjD7rHx63z4s/edit) **in class tonight. These are good questions; they may appear on a test later!**
* We will continue to examine the lengthy medieval era tonight, focusing on the role of women (we will view [this film](https://www.youtube.com/watch?v=qcoWPpE0EiE)), the role of the knight, art, and architecture. Prior to this week, please read [**The Great Mortality**](https://drive.google.com/drive/u/1/search?q=the%20great%20mortality). (If you cannot open it, try [this link](https://dochub.com/junemorris/P6P8JO/ap-euro-great-mortality-scanned-reading-1) instead. Read also:
* [Satan Triumphant: The Black Death](http://www.historyguide.org/ancient/lecture29b.html)
* [In the Wake of the Black Death](http://www.historyguide.org/ancient/lecture30b.html)
	+ On your own, view [Black Death](https://www.youtube.com/watch?v=-fAhOVFp54E)
* Your Plague Case Study is due on November 15

**November 15 -- Week 8**

This week we recap the medieval era and the power of the medieval Church (as well as the problems that will challenge the Church in the 1400-1500s). We will also examine the role of Russia in early European history. How does it fit into the big picture? How is Orthodoxy different from Catholicism?

We will begin class with this short film about [common medieval myths](https://www.youtube.com/watch?v=eys0UEOqcQ8)

**We will examine a packet of primary sources in class and write a response based on those sources. The question you will answer: What were the spiritual elements of decline that characterized late medieval civilization? *Note: unless you have let me know about your absence PRIOR to class, you may not make up this in-class assignment.***

**Please view** prior to this week: [Russia/Land of the Tsars, Part 1](https://www.youtube.com/results?search_query=russia+the+tsars+part+1&spfreload=10&ibss=1) What are the key ideas? How does the Russian Orthodox Church reinforce the power of the Tsars? We will view this short film: [Russia's Orthodox Church today](https://www.youtube.com/watch?v=yOzBdx1S9v8) to connect to the modern era. Also, we will skim through the first few notes to fill in a bit more info about early Russia (most of your background should have come from the film you were required to view prior to class).

**Read also:**

* [The Tatars](http://legacy.fordham.edu/halsall/source/tartars.html)
* [A brief history of Russia](http://missinglink.ucsf.edu/lm/russia_guide/HistoryofRussia.htm#mongols)
* [Prince Vladimir and the conversion of Russia](http://www.shsu.edu/~his_ncp/Vladimir.html)
	+ [Third Rome](http://orthodoxwiki.org/Third_Rome)

**Notes:** Please review these notes if you have not already: [Notes](https://docs.google.com/presentation/d/1ym9JWGWq45j3Xv1iuZOvZ1qEEqfDzmEDLpduCRLkrUw/edit#slide=id.p41)**.** These will help you with the assignment tonight in class.

**Also, you will take Quiz 2** between 9 pm on November 22 and midnight on November 24. There will be 20 questions based on the rise and fall of the Roman Empire, the barbarian invasions, the “dark ages” of the early Medieval era, feudalism, manorialism, monasticism, and the Plague.

**This is a good time to talk about EXTRA CREDIT! Please complete and send to me electronically no later than November 28 (midnight).**

**Film Opportunity 1:** View any version of *Julius Caesar* (I highly recommend the 2012 version by the Royal Shakespeare Company or the earlier version with Marlon Brando). Write a 1-page response, using the following questions as a guide. You do NOT need to summarize the film/play. I am already quite familiar with it! Simply focus on the following:

* What themes are present and developed in this play?
* How accurate does Shakespeare’s tragedy to the reality of life in the Roman Republic?
* What enduring lessons can be learned from this play?

**Film Opportunity 2:** View any version of *Spartacus* (I enjoy the 1960 version) and respond to the following questions:

* Who was Spartacus: a real man or a myth only? Do your research.
* How accurate is the movie to the era and the role of slaves, commoners, and gladiators? How accurately are the emperors depicted?
* What enduring lessons can be learned from this film? Or, in what ways does this film connect to later historical events?

**November 22 -- Week 9:**

* **You will take Quiz 2** between noon on November 22 and midnight on November 24. There will be 20 questions based on the rise and fall of the Roman Empire, the key characteristics of Roman daily life, the barbarian invasions, the “dark ages” of the early Medieval era, feudalism, manorialism, monasticism, and the Plague.
* Topic: Case Study, The Plague -- this is an in-class assignment.

**November 29 -- Week 10 -- This is our last face-to-face session. Your online final/responses are due next week by midnight on December 6.**

* Tonight we will wrap up topics and review for final exam next week.
	+ In class we will look at the 100 Years War as a **case study** of the convergence of politics, economics, and social class. [Here are the notes](https://docs.google.com/presentation/d/1w32PNn6itjFEANkvX4WnM2ZtEQFbYOFWpbybUieQDJk/edit#slide=id.g538db70ad_059) and a [documentary](https://www.youtube.com/watch?v=woq2oj7mwkc&list=PLdIHdIYregD2gmMBIJI23Pc5eyRvniNlT&index=6) we will watch part of.
		- **Make a list of key social, economic, and political factors that shaped the late medieval/early Renaissance era. Pay attention to the idea of chivalry. How does it connect with other social, political, and economic factors?**
	+ We will also recap change and continuity from Classical (pre Greek, Greek, and Roman) Europe through the Medieval era. You should be ready since your responses are due tonight!
		- Political Changes
		- Social Changes
		- Economic Changes

**December 6 -- Week 11**

Online final exam will be available from **noon on December 5 until noon on December 6.**  You will have 70 minutes to complete both sections.

**The multiple choice exam is in two parts. Please make sure you complete BOTH multiple choice exams! Click SUBMIT and you are done.**

**How to STUDY GUIDE FOR THE FINAL EXAM?**

[**History 101 Final Exam Review**](https://docs.google.com/file/d/0B75mapiF_oc0YmY1UzhGbks4TjQ/edit)These are the BIG questions. As you work your way through them, you should be able to use specific examples from the readings, notes, and assignments.

Also, here is the list of [key terms](https://docs.google.com/document/d/16A7MAwyr8XGTLtle_kcxAsEJUdZelQluFQpRvCIRbns/edit) to help you recall more specific details.

**Tips for formal writing for a history class:**

1. Use formal language. Avoid the following words. They are vague and lack vigor.

 very, really, lots, a lot, basically, major, things, big (as in it was “big deal”)

2. Use correct spelling and punctuation, including capitals when necessary.

 Capitalize proper nouns, including eras: Roman Empire, Greek Golden Age

Do not capitalize Roman **army** or Roman **fort**.

3. Use evidence -- quotes and statistics, facts, etc. -- to support your response. Historical events do not take place in isolation; there are always multiple causes and consequences. Your responses should NOT include your personal opinion about historic events; instead, focus on an analysis of events. Explain WHY something happened (the causes) and how it shaped future events (the consequences). Avoid simply telling the reader (that’s me) the facts surrounded an event. Additionally, use precise, specific examples when possible.

4. Additionally, cite sources and give context. For example, “As the Pope states in the Papal Bull of 1521 *Sublimus Dei* . . . . . .” You have told the reader WHO said WHAT and WHEN. That’s context!

5. Avoid “I” -- a history paper is not about your feelings or beliefs. A formal history paper is about you -- the history student -- using primary sources and factual data in order to answer a question effectively. Please do not use phrases like “I believe” in your writing.

6. Lastly, avoid “you” in most cases. When I wrote the syllabus, I used the word “you” because -- in a way -- I am speaking directly to YOU, the student. However, when I write formally, I avoid the word “you”. How can you do this? Here is an example.

 Poor: “You can really tell Augustus was a dictator.”

 Better: “According to \_\_\_\_\_(name your source)\_\_\_\_\_\_\_\_\_\_\_\_\_\_, Augustus was a dictator because he reduced the number of Senators by 50%.”

 Better: “One can assume Augustus was a dictator by looking at his political appointments. According to \_\_\_\_\_\_\_\_\_\_\_\_, Augustus reduced his Senators by 50%.”