History 101  Western Civilization I
Ancient and Medieval History from 3000 BC to AD 1550

Course ThinkBook
Study Aids, Policies, and Assignments

For all sections taught by
Laura Trauth

2006
Revised 11/05

CCBC Essex
The Community College of Baltimore County
**Table of Contents:**

Welcome .................................................. 3

**Part I: Basics of Syllabus, Policies, and Grading ........ 4**
  Quick Start: Course Policies and Help Centers .................. 6
  Common Course Outline ...................................... 14
  C.A.T.S. ..................................................... 16
  Assignment Grading Rubrics: .................................. 17
  Sample Exam Essays and IDs: .................................. 18

**Part II: Study Aids ........................................ 22**
  Planning Your Time (Time Sheet) .............................. 23
  Critical Thinking: How You Know What You Know .......... 24
  How to Get an “A” in This Class (and others too!) .......... 25
  Learning Styles (What’s Yours?) .............................. 28
  Sample Flash Card ........................................... 29
  Concept Maps (a type of note taking) ......................... 30
  How to Interpret a Historical Document ..................... 31
  Classroom Note-Taking Strategies ............................ 32
  Master List of Vocabulary Words .............................. 35
  The Ten Big Questions ...................................... 38
  SQ3R: Why take notes on the book? .......................... 39

**Part IV: Primary Source Readings ........................ 41**
  Readings: This is Civilized? ................................ 42
  Readings: It’s All Greek to Me ................................ 47
  Readings: Who was Augustus? ................................ 53
  Readings: Dead Like Me ...................................... 58
  Readings: Sex, Lies, and Medieval Manuscripts ............. 61

**Part V: Useful Printouts ................................. 69**
  Contact information/Plagiarism statement ................... 70
  Grade Record (points earned) ................................ 71
  Paper Cover Sheet .......................................... 72
Welcome To History 101: Western Civilization, Ancient and Medieval

This is a course on the history of Europe and the Near East from 8000 BC to AD 1550. While it is primarily western history, we will look some at the West’s interactions with the rest of the world as well. Who’s teaching this course? My name is Laura Trauth, and I’ve taught history now for nine years, six of them at CCBC. Before coming to the college, I taught other subjects as varied as SAT prep, art history, and biology. My historical specialty is in medieval and Renaissance history, and I currently do research at the Catholic University of America. My hobbies include reading, gardening, and baking. I’m also redecorating my house when I have the time.

I hope you enjoy this course and find it both interesting and challenging! One way to make sure you do is for us to discuss expectations at the very beginning. I don’t want you to expect the same experience that you had in High School! College learning experiences are very different than high school course work. I’ve talked to many students here who’ve told me that they only needed to study a total of five or six hours a week in high school! In college, you should expect to study six to eight hours a week per course in order to do well! This is in addition to the time you spend in class. Obviously this is a big change, and a big commitment!

Time isn’t the only difference between college and high school. In college you’re a professional student in charge of your own learning. I’m sure you’ve heard the adage: give a man a fish and you’ve fed him for a day, teach him to fish and you’ve fed him for a lifetime? Well, elementary and middle school were all about giving you a whole lot of fish. High School was about starting to learn to fish. In order to cover the required materials, college instructors have to assume you’re well on your way to that goal of being self sustaining. In a sense, then, we focus on the more advanced “catching” strategies, and require you to bring a lot more of the fish to class yourself!

To get away from the sea food analogy, what this means is that in this course and most others, you will be responsible for getting information from the textbook on your own, for getting assignments in on time, preparing for tests, budgeting your time, and getting help when you need it. YOU have the choice to do these things or not. You have the choice to take control of the events in your life, or not. This idea is called Locus of Control. Who controls your life? Is it you or all the random things that happen to you? You may not be able to affect outside events, but you and only you determine how you react to them and whether or not you let them control you!

Here’s an EXAMPLE of Locus of Control: two students who found learning from the textbook hard. “Jane” put off doing the reading. She blamed the text because it was too hard and uninteresting, blamed her roommate for playing loud music that broke her concentration, and blamed the professor for not going over the book in lecture. All these choices gave control to outside forces (the book, the roommate, the professor), not Jane. “Joe” confronted the problem head on. He tried to figure out why he found the text hard. He set aside time to make himself work on the material, talked to the teacher about more efficient ways to read the book, and met with a peer tutor. Who took responsibility for his or her problems? Who took control of the situation? Who do you think was more successful in the class? It’s very hard to take this responsibility sometimes, because then we can’t blame those outside forces if we fail. But please believe me, control puts you on the path to success.

CCBC Essex is a LearningFirst institution, and taking responsibility for your own learning is a big part of LearningFirst. But another big part of the philosophy is the idea that you aren’t in it alone! If you are having problems, come talk to me and I’ll provide lots of strategies for success. The Student Success Center, Writing Center and Library staff can all help too! If you are willing to put the time and effort into learning, you will find CCBC and me committed to helping you succeed. Start with this ThinkBook. It is the playbook for this course, your guide to the class requirements. Reading the first two sections carefully is the first step to your success in Western Civ.

So this is it! Take the plunge! This is a tough course – anything else wouldn’t challenge you to excel! Accept that challenge – you CAN do it. And you have my promise I’ll do my best to make this a fair and interesting course where you’ll learn to see and analyze the world you live in. You’ll hear funny stories and meet interesting people, both in the textbook and in the classroom next to you. You’ll learn history, and you’ll learn how to learn, and when it comes down to it, that’s what college is all about!
Part I: The Basics
HIST 101: History of Western Civilization I: Ancient & Medieval
Instructor: Laura Trauth  Office: L312A
Phone/Voice Mail: 410-780-6153  E-mail: LTrauth@ccbc.edu
Course Web Page: http://faculty.ccbcmd.edu/~ltrauth/history

Office Hours: MWF 12:15-2:00 pm, by appointment at other times.
Virtual Office Hours: by e-mail every week night between 9 and 10pm.

General Course Information

Prerequisites: The prerequisites for this course are to have taken and passed one of these sequences: (RDNG 052 or ESOL 054 or LVR 2) and (ENGL 052 or LVE 2) or (ESOL 052 or LVE 2). In other words, you should be ready to enroll in ENGL 101. If you don’t know if you are ready to take ENGL 101, you should take the placement tests to find out! The online version of the course also has CINS 155 or permission of instructor as a prerequisite.

Objectives: The successful student will, after completion of this course, be familiar with the flow of major events that form the backbone of Western history. You will also be able to analyze primary and secondary historical texts and communicate this knowledge clearly and concisely through discussion and written assignments. The goal of this course is not simply for you to learn history but to start becoming a historian yourself!

Required Books and Supplies:
2. Course ThinkBook (this thing!)
3. Any good pocket-sized English dictionary
4. Index cards

Grade Components:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three in-class Exams (50, 60, and 80 pts)</td>
<td>190</td>
</tr>
<tr>
<td>At-home Prep Test, Syl. quiz (15 pts ea.)</td>
<td>30</td>
</tr>
<tr>
<td>Three in-class Prep Tests (30, 40 &amp; 40 pts)</td>
<td>110</td>
</tr>
<tr>
<td>Class participation</td>
<td>25</td>
</tr>
<tr>
<td>Short Paper</td>
<td>75</td>
</tr>
<tr>
<td>Medieval Pilgrimage Posts</td>
<td>75</td>
</tr>
<tr>
<td>Attendance (missing class)</td>
<td>-5/day*</td>
</tr>
<tr>
<td>Total Points Available</td>
<td>500</td>
</tr>
</tbody>
</table>

Final Grade Determination:

<table>
<thead>
<tr>
<th>Total Points</th>
<th>%</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>450-500</td>
<td>90-100</td>
<td>A</td>
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<tr>
<td>400-449</td>
<td>80-89</td>
<td>B</td>
</tr>
<tr>
<td>350-399</td>
<td>70-79</td>
<td>C</td>
</tr>
<tr>
<td>300-349</td>
<td>60-69</td>
<td>D</td>
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<td>299 or less</td>
<td>0-59</td>
<td>F</td>
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<tr>
<td>Must attend 50%</td>
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<td>Serious Crises only</td>
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</tbody>
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* Active participation in class will count for a full letter grade worth of points of the total grade. See below for more on the format of the participation. Undocumented absences of more than three (3) class-hours (a standard MWF class is one hour, a T/R class is 1.5 hours) will result in a loss of 25 points from your final score. Multiple absences beyond these will result in a continued loss of points at a rate of five points per class-hour and can result in a failing grade. DOCUMENTED absences for a good reason (illness, family emergencies, work conflicts, official collegiate activities, etc.) are excusable. Please be on time so as not to disrupt the class. Persistent late arrivals will be treated as absences.
Quick Start: Assignments and Policies

Exams:
- All the Exams will be a combination of map IDs, Multiple Choice, and ID Webs. More detail on the format, with examples, is given in the Rubrics section, and review information (review sheets and sessions) will be available before the exams themselves.
- Each Midterm Exam will focus primarily on 3-4 chapters, but they are semi-cumulative. That means each review sheet and major exam will refer to a few terms from previous tests to make sure you still remember and are thinking about the earlier material.
- If you don’t miss or fail the 50 or 60 points Midterms, your ‘final’ is just the 3rd 80 point midterm, mostly over the last four chapters. But if you miss or fail one of the 50 or 60 point midterms, to make up that grade AND count as the final test, you will take a cumulative 130 point final over all eleven chapters. This is instead of the 80 point test.
- All students who miss an exam take the same cumulative makeup, regardless of which exam was missed. You can not make up more than one missed or failed midterm this way. If you miss or fail both, you replace the score from the larger exam.
- You may use a 3x5” hint card (both sides) of notes on the 50, 60, and 80 (or 130) point exams.

Prep Tests:
- The prep tests will be of the same format as the exams, but shorter. They will take from 20-35 minutes, and be held in the second half of the class period stated on the syllabus.
- Up to half of each prep test may cover book material not yet covered in class. Why? This is one of several ways to encourage you to do the reading before coming to class, and to prepare you for the larger exams. Reading the material before class is an essential part of preparation.
- The prep-tests are closed-book but you may use one 8.5x11 page of notes (both sides) you took on the material. This won’t help you much if you don’t take any notes on the book or in class!
- There are no makeups of prep tests. If you miss one for a valid reason (illness, auto accident, family crisis, etc) and can provide written documentation of the event, you may make up the points in another way, such as through the extra credit flashcards.
- If you know in advance you will miss a test for a valid reason (you have a school event on that day for example), you may be able to take the test in advance with another section.
- Students with disabilities should arrange for a letter from disability services as soon as possible at the beginning of the semester, so that all needed accommodations can be arranged.

Class Participation:
- At the start of each new chapter, I will often ask vocabulary questions about the chapter to make sure each person in the class has read it. Sometimes we’ll do this as a simple Q&A, sometimes in teams. Each vocab question is worth 3 participation points, and there are no makeups for absences. If you miss one or two, your grade won’t be affected much, but if you miss many of them, you will lose over half a letter grade’s worth of points.
- We will also do some of the primary source readings in this book as class participation exercises!
Extra Credit:
• Extra credit is a privilege and is offered ONLY to those students who regularly attend and seriously attempt all required work. Multiple un-excused absences beyond the first three hours and/or multiple missing assignments make a student ineligible for any further extra credit (you keep any you earned to that point though)!
• Extra credit CAN NOT replace any points lost by failing to do an assignment or a required rewrite, or through un-excused absences.
• A student who plagiarizes or cheats in any way loses the privilege of doing extra credit assignments and any extra credit assignments they have completed will be deleted from the grade book.
• You may earn extra credit by making vocabulary flashcards and handing them in on the days of the three midterms. The flashcards are worth 1/10th point extra credit each. They must include: who or what the term is, when and where he/she/it is from, and which ones of the 10 Big Questions the term relates to. There is a sample flashcard later in this book.
• IF you have a major, documented crisis (such as a serious illness or other event that causes you to legitimately miss a week or more of class) during the term you may be able to do a larger extra credit project. This doesn’t mean a cold or a flat tire. This includes situations such hospitalization, sudden eviction from living quarters, and so on. If the situation causes you to miss multiple weeks of the class, you need to meet with the instructor as soon as possible to discuss other options such as an Incomplete. Incompletes are given only for such emergencies and require a written contract between instructor and student.
• If you’re failing the class, however, you’ll need to show improvement in regular credit assignments before we discuss any extra credit beyond the flashcards. Being distracted by extra things to do if you’re struggling with the core work will only hurt your grade!
• Active Participation is also DIRECTLY figured into your grade as noted above. Missing classes can cause a loss of points. Attendance will be taken using a sign-in sheet. If, on occasion, you are late, it is your responsibility to get and sign the sheet. Remember: the participation points will be awarded for active participation in class discussions, point loss through absences covers only undocumented (un-excused) absences.

Make-Ups and Late Papers:
• For logistical reasons, there are NO makeups held for a missed midterm. As discussed above, if you miss the midterm for a DOCUMENTED reason, you will take the cumulative final at the end of the semester and it will count for both grades. Otherwise you take only another 1 hour midterm at the end of the semester. For logistical reasons there are NO makeups of Prep Tests, regardless of the reason missed, unless you can attend a test at another scheduled time (i.e. with another class) or take the test in advance.
• Don’t miss class to finish a paper or web post. That’s not an excused absence! If you don’t get the paper to me in class, you can take a chance on finding me later that day on campus. I make no guarantees! I might be there until 1 or 2pm or I might have to leave for a meeting at 12:30! All papers that are in my hands by the time I leave campus on the day due will be able to earn full points.
• Papers will permanently lose 25% (1/4) of the points per WORK DAY that they aren’t turned in. You can NOT earn these points back by rewriting. You can “stop the clock” by e-mailing a paper, but it will not be graded until you turn in a hard copy. If you e-mail the assignment but don’t turn in a hard copy for several days, that may affect the amount of time you have to do a rewrite if needed.
• You can also, in an emergency, mail a paper before noon on the due date via standard mail. It won’t be received for several days, but the AM postmark will indicate you finished it on the morning it was due. My mailing address is on our web site.
• Your schedule or learning style may require more time for finishing work. Maybe you’re going out of town. Maybe you’ll be missing class for a religious observance. Maybe you need more time to proofread. Maybe you’ve got a big exam on the day the paper is due! Please come see me if you know you’ll need more time and I can give you the information you need to start the assignment EARLY and finish it early or on time!
• Extra credit is a privilege for attending and participating and so can’t be made up. The same is true for participation questions. In each case, you can potentially attend another class that day if you miss your own time, and do the assignment there. Attending at another time should be done when you had an emergency, such as your car not starting. It shouldn’t be habitual. If you want to regularly attend a later class time, you should register for that class!
• All reasons given for missing a class/assignment MUST be verifiable. Written verification is preferred, but other means of verification MAY be acceptable at the instructor’s discretion. If you know in advance that you will be missing class, speak to me about the conflict before the day(s) you will be absent. In other cases, contact me at the earliest possible time.
• Students not attending class because they are observing major religious holidays will be considered to have an excused absence. Arrangements between the student and the faculty member(s) for the student to make up missed work must be made in advance of the religious holiday.

Inclement Weather Policy:
• Should it be necessary for the College to close or abbreviate its schedule because of poor weather, announcements will be made on WBAL, 1090 AM, after 6:30 am. The closing will also be announced on our web page. In addition, a recorded announcement of delays and closings is available if you call the campus switchboard. Please note that you must call this campus! Closings at another campus may or may not be the same!
• If the College’s opening is delayed, you are expected to be where you would normally be at the announced opening time. In other words, if you have a class scheduled from 10:10 to 11:05 am and the campus opens at 10:30, that class will meet from 10:30 to 11:05 – it is not canceled! Use common sense. If the college opens with 5 minutes left in a class, we won’t try to accomplish anything. 30 minutes, on the other hand, is enough time to hold part of a class.
• If there is a scheduled exam or test on a day when class is canceled or cut short, it will be moved to the next regularly scheduled class period and we will have a regular class meeting during the shortened period.
• Syllabus changes due to weather will be posted on the class web site by noon on the canceled day. Please check there to find out what exactly you need to do!

Dropping and Withdrawing:
• If you find yourself in a situation where you are considering leaving the course, please come talk to me about all your options FIRST. Once you drop the class, you can’t get back into it, so again, talk to me first! For example, sometimes your situation might make Auditing (AU, requires 50% attendance) or an “Incomplete” appropriate.
• If you decide to leave the course, regardless of the reason, please remember to fill out all the official paperwork. If you cease to attend but remain on my class role, I will have to give you a failing grade. For legal reasons, your other instructors and I CAN NOT drop you. You MUST do this yourself. We also can no longer assign Incompletes without a contract with the student stating when work will be finished and what work remains. You can withdraw in the Records and Registration Office in E building. See the syllabus or college calendar for the last day to withdraw.

Academic Honesty:
• To cheat goes against all the concepts behind the Learning College. Plagiarism on papers, using secret notes on an exam or quiz, copying from other students (including materials from previous terms’ Western Civ courses), buying papers, or any other form of dishonesty is ABSOLUTELY UNACCEPTABLE under any circumstance. Cheating hurts all students who do the work honestly by undercutting the worth of their diploma. You must sign the Academic Honest statement before I will grade any of your work in this class. You may be required to state in writing on other assignments that all the work is your own.
• You can and should study and brainstorm with other students, but ALL THE WORK YOU TURN IN in this course MUST be entirely your own. All outside material referenced in papers, even if rephrased in your own words, must be adequately identified as such for the paper to receive a grade. In other words, if you used the textbook or other sources, you MUST cite it. I reserve the right to have any suspect papers examined by the plagiarism web site Plagiarism.org. If you need any help at all with citation and avoiding plagiarism, please come see me, or talk to one of the reference librarians.
• To discourage cheating, penalties for academic dishonesty are straightforward – at the very least you can expect to lose all the points available on that assignment. You will also lose all extra credit points earned and not be able to earn any more. If the plagiarism is substantial or occurs on more than one occasion, you will fail the entire course. Plagiarism can hurt your eligibility for sports, scholarships, or transfers to a 4-year school. DON’T DO IT!
Classroom behavior:

- The Campus Code of Conduct is in effect at all times when you are in class or on campus. If you are not familiar with the Code, you will find a copy in the College Catalog and the free planners distributed by the Student Activities office. Things you need to be aware of in this course specifically include the following:

Talking

I encourage all students to ask questions and participate actively in the educational process. However, all conversations carried on by all of us during class should be polite, respectful of fellow learners, relevant to the topic being discussed, and addressed to the entire classroom or current Cooperative Learning Group. The classroom is a place to learn and grow. There is no place here for hateful or discriminatory language. NOTE: there is no talking during prep tests and exams in order to allow everyone to concentrate and to ensure that each person’s work is their own. Please raise your hand if you have a question during a test.

Seating and Technology

Normally you’re expected to remain seated throughout the class. If, however, you need to leave the room, please do so quietly so as not to disturb your fellow students. You don’t need to ask my permission to get a drink of water or go to the restroom, except during an exam or quiz. If you have a medical condition that requires you to stand or move, just talk to me before class and we’ll work out a solution. During exams, please sit as far from your fellow students as the number of chairs will allow (i.e. every other seat if possible) and make sure the chairs are evenly spaced.

You are welcome to tape lectures if you’d like, but please be discrete about switching tapes! Audible cell phones and pagers are not allowed in class, period. Please turn them completely off when you get here – that will make it easiest for you and classmates to focus on the subject matter. If you have an emergency situation that requires you to have a phone or pager, please set it to vibrate or text message mode so it doesn’t disturb others! Hand-held games, CD players, and other personal entertainment devices are also not appropriate in the classroom – they detract from your learning and that of your classmates.

If you desire to use a laptop during class, that should be feasible. If more people wish to use computers than we have electrical outlets, this will be resolved on a case-by-case basis (and by considering who has longest battery life!).

Apparel

Generally, what you wear is entirely your business! Hats with brims are not allowed during quizzes or exams, however. They may be removed or the brim may be rotated to the back (in a baseball style hat). If any students wear clothing that disrupts the class for some reason, the issues will be resolved on a case-by-case basis.

Food and Drink

Soft drinks are permissible during class, as long as you leave the classroom in the same shape it was at the beginning of class. Soda bottles and cups should be thrown away, and you should be prepared and willing to clean up any spills! Food
is generally louder and messier, and I’d prefer that you don’t bring food into the classroom. Gum is fine if long as you keep it to yourself (i.e. no bubbles, cracking noises, etc.) and dispose of it properly. Alcohol and other drugs are not allowed, nor should you come to class under the influence of such substances. This doesn’t refer to properly used over-the-counter medications or substances legally prescribed to you by a doctor. It does, however, include tobacco. It’s a college regulation that no tobacco may be used inside CCBC buildings.

Violence

Our campuses are generally very safe. Unfortunately, the number of violent incidences on college campuses is growing nation-wide, and that could someday affect us. CCBC is, however, doing everything possible to make your learning experience a safe one, and does not tolerate violence or the threat of violence on campus at any time. Please see the Security office in E Building for tips on protecting yourself and your possession both on- and off-campus.

Learning and Lifetime Resources

College is challenging and requires a significant commitment from the learner in terms of time and effort. No one has to face this challenge alone, however! The College has many resources that can help you in this course and others, as well as with balancing school with other aspects of your life. The most obvious resource is me – the person who will be facilitating learning in your section! I’m here to help you master the course content as well as improve your writing, analysis, and study skills. If you need help with any aspect of the course, call me, e-mail me, or come see me during my office hours. You don’t need an appointment to come by unless you can not make it during any of my scheduled times. If this is the case, I’ll gladly work with you to find a good time.

I can also help accommodate special needs you may have. For example, if you have a learning disability or known schedule conflict and think you are going to need more time on a paper, I’ll be very happy to talk to you about the paper early, so you can have that time and still meet the deadline. Likewise, if you need extra time on quizzes and exams because of a disability or because you are an ESOL student, we arrange to meet your needs as soon as you come tell me about them.

You can access course material for this class at any time and anywhere that you have access to the Internet. You’ll find this Thinkbook as well as tutorials, a bulletin board, reviews, study games, assignments, sample papers, and other resources at:

http://faculty.ccbcmd.edu/~ltrauth/ history/

In addition, there are many other resources which you may wish to take advantage of such as:
Counseling and Academic advising Services:
The Counseling Center (located on the second floor of the A-building at Essex and the K building at Catonsville) offers academic advising and transfer counseling to the general student population. Psychological consultation and referral services are also offered. Drop in during walk-in hours for a brief visit or call (780-6732 at Essex or 455-4722 at Catonsville) and to make a half-hour appointment with a counselor. Day or evening hours are available. Advisors assist students in course selections and developing individual educational plans. All new students should meet with a counselor to discuss course selection based on assessment and placement test results and educational goals.

The Counseling Center also offers transferable credit courses such as Student Development (SDEV) 101 - Achieving Academic Success. This course “focuses on attitudes and behavior that affect student success and helps the learner develop concrete and practical strategies to increase their chances for academic success (CCBC Catalog).” This is a great course for all beginning college students to consider!

The Office of Diversity and Academic Support:
The Office of Diversity and Academic Support is located on the first floor of the Essex College Community Center and offers such programs as: Mentoring, Student Orientations, Cultural Activities, the Bally Scholarship, the Black Student Union and Hispanic/Latino Student Union, and the Focal Point series of lectures. You can call them at 780-6669.

The Office of Special Services:
The mission of the Office of Special Services is to meet the needs of CCBC students with disabilities. Their services can help anyone with a physical or learning disability or chronic health impairments. They also offer the services of a consulting psychologist. On the Essex Campus, they are located on the first floor of A building in the Counseling/Testing area and at Catonsville they are in the K building. For an appointment with one of their staff members, please call 410-780-6741 (voice) or (410) 238-4601 (TTY) at Essex and 410-455-4382 or 410-455-4163 (TTY) at Catonsville.

Project START:
Project Start is a federally funded program that was initiated to help students maximize their potential both academically and personally. Project START is staffed by a Student Transfer and Retention Team. It is located on the first floor of the Registration building and offers services such as help with raising grade point average, Study Skills and Test Taking Workshops, Tutoring Services, Career, Transfer, and Personal Counseling, Time Management Workshops and Financial Aid and Personal Finance Workshops.

Anyone who wants to do the following things can apply: raise your GPA, get help in transferring to a 4 year institution or deciding on a career track, get assistance in academic planning, or find a tutor. Contact Project START at 410-780-6995.
The Student Success Centers:
The Success Centers provide support such as tutoring for most courses in most programs. Tutoring is a wonderful resource for all learners. Tutors are personal trainers for academic subjects and having their feedback and encouragement will help you master this and other subjects! The Success Center also has computer programs that can analyze your learning and study styles among other things! The Essex Center is located in A-307 on the third floor of the A building and their phone number is 410-780-6820. On the Catonsville campus, the office is K-203/205 and the phone is 410-455-6946. No appointments are necessary!

Turning Point:
Turning Point is a program designed to assist displaced homemakers (individuals over the age of 30 who have lost financial support due to separation, divorce, death, or disability of a spouse), and single parents in the difficult transition between the homemaking experience and the job market. The counselors in Turning Point offer: Career Counseling, Academic Planning, Personal Support and Support Groups, Job Placement and Tuition Assistance. Call 410-780-6846 or e-mail tlamitie@ccbcmd.edu for more information.

The Writing Center:
The Writing Center is run by the English Department (Humanities Building, Room E 339, Phone 410-780-4628). They will give you valuable feedback on writing or rewriting papers. They can help you with grammar or structural issues, as well as with the challenge of making a rigorous argument in your paper! They also have an on-line writing lab, the OWL, which can be accessed from the Library (another great resource!) Resource page of the college web site.
Common Course Outline

The overall requirements (number and format of test, papers, books etc.) for this course are derived from the Common Course Outline. This document is used by all three CCBC campuses and all the history courses to make sure the course meets certain minimum requirements for a college history course. All your CCBC General Education courses are based on common course outlines. This ensures that you can transfer all your Gen Ed credits and that CCBC remains an accredited higher education institution. Here are the course objectives from the Common Course Outline for this class:

Upon successful completion this course, students will be able to:

1. analyze and discuss the role of social institutions, individuals, ideas and inventions, power, economy, and social structure in the regions and times covered by the course.
2. demonstrate the capacity to characterize the various stages of western civilization according to what is distinctive about each era.
3. compare and contrast the characteristics of these historical cultures and define their relationship to preceding and succeeding eras.
4. demonstrate the ability to analyze and think critically about modern society as it relates to the past, and be able to identify the relevant antecedent events that have shaped the present.
5. analyze the relationship between ideas and the social institutions and forces which they shape and are shaped by.
6. analyze the relationship between ideas and the social structures and forces which they shape and by which they are shaped.
7. identify and analyze the way individual and cultural values infuse inquiry.
8. analyze the evolution of human ideas about nature, man, the state, and the role of religion in society.
9. describe and analyze the cultural diversity that exists within the traditions that constitute western civilization.
10. identify and describe the place and significance of western art, thought, and technology in their contemporary social, political, and economic contexts.
11. describe and analyze the role and condition of marginalized peoples (women, the under-classes, and ethnic and religious minorities) within pre-modern Europe and the Mediterranean.
12. identify and apply a variety of historical methods, sources, and interpretations.
13. identify the value and role of electronic media in historical research and analysis.

14. express their understanding of the historical concepts above through identification of objective facts.

15. express their understanding of the historical concepts above through analysis of both primary and secondary sources.

The common course outline also sets the type and amount of work that a student should do in order to accomplish all the goals listed above. While individual instructors set the exact requirements for the course, the course outline describes the following minimums:

1. Significant required reading assignments, normally consisting of 450 pages or more of reading generally considered to be of college level.
2. Attendance and active participation in every class is expected.
3. Exams and tests (minimum of 3) consisting of a combination of objective and critical thinking/analysis components.
4. Written assignment(s) that allow for analysis of primary and/or secondary sources. Sources may include books, articles, on-line or electronic media, and art work/cultural performances. Written assignments will total a minimum of 600 words written in class, 2000 words written out of class...
5. Individual or group presentations of relevant materials (participation in class).

Remember – while this may seem like a lot, the requirements were set in order to ensure that all courses within a discipline meet the same standards, that CCBC remains an accredited school and that all the credits you earn here are transferable to other schools across the country!
C.A.T.s or Classroom Assessment Techniques

Many classes wait until the big-points exams to help you evaluate your progress as a student. Even more classes, while they may have quizzes, wait until the end of the course to give the instructor feedback that can improve his or her teaching. Often teachers don’t get these course evaluations until weeks or months after the course ends! Now how much sense does that make!

There’s a better way! Classroom Assessment Techniques (C.A.T.s) are one of the ways that instructors can quickly and regularly assess where you are at in your studying, how clear lectures and discussions are, and what’s working best in the classroom. They are short, non-graded forms of feedback. Sometimes they’re anonymous, sometimes not. Sometimes we’ll responses on the board.

We’ll use several forms of C.A.T.s from time to time in this class. I might ask you to summarize the main points of a chapter or a lecture in a paragraph or less. I might ask you to tell me the clearest and the muddiest points from lecture, or to make a practice ID. We’ll do these on note paper and they will only take a minute or two. If they are anonymous, obviously you won’t get them back, but I’ll take a minute to discuss them at the beginning of the next class and clarify those muddy points.

When we do C.A.T.s, please take the time to participate seriously and to the best of your ability! While the C.A.T.s aren’t graded, they really will help you get the most out of the course, and help me make continual improvements and refinements! They also sometimes form the basis of a homework assignment or studyguide. If you want to learn more about the educational philosophy behind C.A.T.s, and how they are used throughout higher education, take a look at these books and web sites:

- http://www.psu.edu/celt/CATs.html
- Classroom Assessment Techniques: A Handbook for College Teachers, by Thomas A. Angelo and K. Patricia Cross
Grading Rubrics (ID Webs, Paper)

What’s a grading rubric? If you’re an education major, you may already know! It’s a checklist that instructors use to make sure their standards are consistent and appropriate. All instructors have them, but they don’t always write them down. Mine aren’t a secret! I want everyone to do well in this course, so I’m giving you the rubrics up front. They differ for different assignments. Most rubrics are 6 point rubrics, because that’s what CCBC uses on their cross-discipline projects such as G.R.E.A.T.S

A straight 6 on a paper or other essay is hard to achieve. However, a combination of 5s and 6s is very realistic if you work hard. On this rubric, a 1 in a category means that the category is essentially absent or completely incorrect. See the page with the detailed table for exactly what is needed to earn a 6 or a 5 or other specific score in a category. The full-page rubric a couple of pages further on is very detailed and takes up a lot of space. The one below is the one you’ll see on the paper itself. The more detailed one is for you to keep as a reference. Then if you get a "4" on structure, you’ll be able to look up exactly what it means. If you decide to rewrite a paper, just look up the scores you want to raise, and determine from the rubric (and from reading my comments and talking to me) what you need to revise. I’ll be happy to discuss any graded assignment in more detail with you, however – exams and papers!

PAPER RUBRIC

<table>
<thead>
<tr>
<th>Essay rubric categories:</th>
<th>flawless</th>
<th>superb</th>
<th>good</th>
<th>fair</th>
<th>poor</th>
<th>absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Critical Thinking: Logical Argument and Depth of Analysis</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Content: Use of Facts and Quotations, Synthesis</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>• Independent Research Skills</td>
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</tbody>
</table>

Average Content Score:

| • Structure: Intro, Conclusion, Paragraphing |
| • Grammar, Usage, and Typos |
| • Citations and Bibliography |

Average Structure Score:

Average Score: \( \frac{(\text{content} + \text{content} + \text{structure})}{3} = \) ________ \( = \) ________% \( = \) ________ points out of ________
Paper/Exam Essay Rubric Score Conversion Table

To convert the 1-6 point score of the grading rubric to a percentage or to the number of points you have earned on the assignment, simply look up the score in the first column and read across. I will always do this conversion for you on your papers and tests, but you have this chart so you can see how I’m doing it and easily check for any errors! An exam essay is calculated out of 50 then scaled to fit the test. Each chapter of the Journal is worth 15 (making each submission worth 45 or 60 points depending on whether it covers 3 or 4 chapters).

<table>
<thead>
<tr>
<th>6.0 Scale on Rubric</th>
<th>Percentage &amp; Points out of 100</th>
<th>Points out of 50</th>
<th>Points out of 15</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.0</td>
<td>100.0</td>
<td>50</td>
<td>15.0</td>
<td>A+</td>
</tr>
<tr>
<td>5.8</td>
<td>98</td>
<td>49</td>
<td>14.7</td>
<td>A</td>
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<td>5.6</td>
<td>96</td>
<td>48</td>
<td>14.4</td>
<td>A</td>
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<tr>
<td>5.4</td>
<td>94</td>
<td>47</td>
<td>14.1</td>
<td>A</td>
</tr>
<tr>
<td>5.2</td>
<td>92</td>
<td>46</td>
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<td>5.0</td>
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<td>45</td>
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<td>Lowest A</td>
</tr>
<tr>
<td>4.8</td>
<td>88</td>
<td>44</td>
<td>13.2</td>
<td>B+</td>
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<td>43</td>
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<td>4.4</td>
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<td>10.8</td>
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<td>10.5</td>
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<tr>
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<td>60</td>
<td>30</td>
<td>9.0</td>
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<tr>
<td>1.8</td>
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<td>F</td>
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<td>1.4</td>
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<td>15</td>
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<td>1.2</td>
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<tr>
<td>1.0</td>
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<td>5</td>
<td>1.5</td>
<td>F</td>
</tr>
<tr>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>F</td>
</tr>
</tbody>
</table>
## Detailed Paper Rubric for Reference (what did my score mean?)

### Content (2/3 of Grade)

<table>
<thead>
<tr>
<th>6 points (flawless)</th>
<th>5 points (very good)</th>
<th>4 points (good)</th>
<th>3 points (fair/average)</th>
<th>2 point (poor)</th>
<th>1 pt (very poor/absent)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Logical Argument</strong> is clear throughout: logical steps, cause and effect, proof are all clear <strong>AND</strong> substantial depth of analysis: creation of new ideas, perception of patterns, original thought.</td>
<td>One or two unclear passages or unsupported statements, overall argument isn’t harmed, OR over-reliance on rote recitation rather than critical thinking (repeating others’ arguments).</td>
<td>One or two unclear passages or unsupported statements, overall argument isn’t harmed, AND over-reliance on rote recitation of information rather than critical thinking.</td>
<td>Argument is adequate and generally logical but some steps in thought process not clear OR lack of synthesis of sources, possible wild speculation, no proof to back up argument. Potentially also rote regurgitation</td>
<td>Argument is poor, many steps in thought process not clear, reliance on rote regurgitation of lecture or textbook ideas, lack of synthesis of sources, some wild speculation (R).</td>
<td>Argument is not clear, little or no cause and effect evident. Logical errors. Little if any synthesis and insight. Wild, unsupported speculation replaces critical thinking (R).</td>
</tr>
<tr>
<td>Excellent use of Facts and Quotations from relevant primary and secondary sources. Paper is fact-rich and multiple quotes are used to support logical points, on average &gt;1 quote/pg.</td>
<td>Very good use information, still fact rich. Avg. of &gt;1 quote per page. But 1-2 quotes out of context, irrelevant, or inappropriate OR not all sources synthesized for argument</td>
<td>Good use information, plenty of facts. ~ 1 quote per page, 1-2 quotes out of context or inappropriate AND a lack of source synthesis (multiple sources used to make each main point).</td>
<td>At least 1-2 well used quotes in paper. 1-2 quotes out of context, irrelevant, or inappropriate, OR general lack of fine detail and facts from sources and/or details may be extraneous. Evidence not all readings were done.</td>
<td>No use of quoted relevant primary and secondary sources to prove points or quotes irrelevant OR few or no facts, many factual errors and/or generic statements. Little evidence of having done readings.</td>
<td>No use of quoted relevant primary and secondary sources to prove points or quotes no relevant AND Little sense of historical context. Factual errors or many generic statements. No evidence of having done readings (R).</td>
</tr>
<tr>
<td>Demonstrates excellent independent research skills in finding multiple appropriate and accurate sources, both print and web, including primary sources as appropriate.</td>
<td>Demonstrates good independent research skills in finding at least 3 (three) appropriate sources, some are un reliable OR they lack balance between web and print sources.</td>
<td>Demonstrates good independent research skills in finding at least 2 (two) appropriate sources, 1-2 may be unreliable, also a lack of balance between web and print sources.</td>
<td>Only one appropriate and accurate source, sources too short or not well used, low reliability of sources, evidence of only one form of research: library or web research. No evidence at all of the other.</td>
<td>Little evidence of independent research at all (but may use class notes, for ex.) OR sources completely inappropriate (not historical or not factually sound)</td>
<td>No evidence of independent research AND sources inappropriate or incorrect (ex: quoting modern pop lyrics to prove a point about the past). (R)</td>
</tr>
</tbody>
</table>

### Structure score (1/3 of Grade)

<table>
<thead>
<tr>
<th>6 points (flawless)</th>
<th>5 points (very good)</th>
<th>4 points (good)</th>
<th>3 points (fair/average)</th>
<th>2 point (poor)</th>
<th>1 pt (very poor/absent)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Structure:</strong> Effective introduction with clear thesis; effective, on-topic conclusion adds relevance and evaluates thesis, paragraphs all solid and organized, all with clear, underlined topic sentences.</td>
<td>Problems w/ 1 of the 3: thesis too general or intro should give more context OR conclusion lacks substance, OR 1-2 paragraphs may lack some organization.</td>
<td>Two of the three need work: thesis too general, intro should give more context, and/or conclusion lacks substance, and/or 1-2 paragraphs may lack some organization, no topics.</td>
<td>1 or 2 of three need major work: Thesis too general AND intro should give more context to the reader; conclusion restates thesis but nothing else; paragraphs significantly lack organization, no clear topics.</td>
<td>Absent Intro: not a full paragraph or absent thesis, thesis isn’t what the paper discusses. OR Absent irrelevant conclusion, OR no demonstration paragrapging skills at all (R).</td>
<td>1 Completely absent: absent introductory paragraph; irrelevant or absent conclusion; no demonstration of paragraphing skills (R).</td>
</tr>
<tr>
<td>Fundamentally correct grammar, 0-1 spelling mistakes, usage errors, or type-os.</td>
<td>Repeated minor grammar errors (e.g. comma errors) OR &gt;1 usage, spelling/typos errors.</td>
<td>Repeated minor grammar errors (e.g. comma errors) AND &gt;1spelling/typos errors, OR 1-2 major grammar issues (verb agreement, etc.)</td>
<td>2 of three: minor repeated grammar errors (e.g. comma errors) and/or &gt;2 spelling/typos errors, and/or &gt;2 repeated larger grammar issues (verb agreement, etc.)</td>
<td>Repeated significant grammar problems OR egregious (3-5 per page) spelling/usage/typing errors. (R)</td>
<td>Repeated significant grammar problems AND egregious spelling/usage/typing errors. (R).</td>
</tr>
<tr>
<td>Correct citations/works cited, both quotes and paraphrased information cited, full bibliography with all standard citation information.</td>
<td>One of the three: Missing some bibliographic information, or incorrect citation format, or 1-2 relevant details not cited.</td>
<td>Two of the three: Missing some bibliographic information, or incorrect citation format, or 1-2 relevant details not cited.</td>
<td>Both citation and bibliography format incorrect, OR substantial number of relevant details (&gt;2) not cited.</td>
<td>Both citation and bibliography format incorrect, AND many details not cited.</td>
<td>No citations, possible plagiarism (R or F)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content score (2/3 of Grade)</th>
<th>Structure score (1/3 of Grade)</th>
<th>Form, structure (1/3 of Grade)</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>1</td>
<td>21</td>
</tr>
</tbody>
</table>
ID Webs: Rubric, How to do them

ID Webs are a major way you earn points on the in-class Exams and Prep Tests. They make up about 2/3 of the points on each test. They are a cross between IDs and Essays. To do an ID web, you need to identify all of the terms listed, and construct a short essay explaining what they have in common, how they differ, and why. This requires both memorization and critical thinking!

In an ID Web, each term is worth 6 points. One point comes from identifying who or what the term is. The answer here should be in the form of a short phrase: “Monk who initiated major reform of the Catholic Church,” “King who started the 100 years war,” “Roman Emperor who moved the capitol to Byzantium.” One point comes from the date and one from the location. The dates can be rounded. Any date from within a person’s life are acceptable. So for Charlemagne, the year AD 800 would be fine. Always make sure you note whether the date is AD (CE) or BC (BCE)! The last three points for the ID come from seeing what larger patterns the term is part of (i.e. using it in a coherent paragraph or paragraphs about the assigned subject).

ID Webs can have anywhere from two terms to 8 terms. The larger webs will be on Midterms, the smaller ones on Prep Tests. This Thinkbook contains all the terms for your Webs. The themes or topics of the webs will always come from the same 10 Big Questions. These are in this Thinkbook too. As everyone gets more experienced building webs, one or two terms will be left blank for you to fill in from the vocabulary you’ve memorized. Also, on the bigger tests, one of the “terms” will be a quote from a primary source. These are always identified for you – you just earn points from analyzing it and using it in the essay part of the web. Here is a successful 6-term Web:

**BQ: Effects of Climate. Terms:** ziggurat, Lex Talionis, Gilgamesh, Ma’at, Curse of Akkade, Hydraulic Empire. First the student would **ID each of these terms** in a single line like this:

**Curse of Akkade:** big regional drought (1), Mesopotamia/Egypt (1), c. 2300-2200 BC (1)

Then he or she would write an essay using all the terms:

A clear pattern emerges when we study the cultures of the ancient world: the harsher the climate, the harsher the society. Take, for example, Mesopotamia. Here, after 3000 BC, irrigation was necessary for survival. But the Tigris and Euphrates rivers flooded irregularly and at the wrong time of year, and there were frequent droughts. The hard labor, unpredictable rewards and frequent battles between cities over water made the people gloomy and pessimistic. They tried to please the gods by building great temples called **Ziggurats**. They wrote about all the tragedies they faced. For example, they wrote epic poems like **Gilgamesh**, which tells us even a king with divine blood should expect to suffer and die like everyone else. To rule kings needed harsh “**lex talionis**” law codes, like Hammurabi’s 282 laws (c. 1750 BC).

Egypt, where hard labor digging ditches was rewarded by the regular flooding of the Nile, was also a **Hydraulic Empire**, but a more peaceful and prosperous one. People believed in a goddess of harmony and order called **Ma’at**, and sung songs like the optimistic “**Hymn to the Nile**.” Sometimes things even went wrong in Egypt, though, and when they did, the people started acting just like the Mesopotamians. The best example of this is the great regional drought called the **“Curse of Akkade”** in Mesopotamia. It hit Egypt too, and the Nile failed to flood several times. People stopped believing their king was a god, and the country broke apart, with the local leaders, called **Nomarchs**, taking over for 150 years or so.
Note that the “A” student doesn’t hesitate to use a little additional vocabulary that, while not required, help him or her make a strong point. You can earn a little extra credit on a web by using additional, relevant terms (but only if you define the required terms!).

So what characteristics does a **FAILING** ID WEB (or Paper, or Web Post!) have?

- **Truisms** – things that are true everywhere in every time, that you knew about without ever coming to class. Things like “with floods there is too much water” or “everyone needed food.” Are these things true? Yes, but you’ve also known them since elementary school. They won’t earn you points in a college course!

- **Very general references, poor or lacking IDs of the vocabulary** – “They got diseases.” or “They disobeyed their king.” Always avoid using “they” without saying who THEY are! Instead say “The Sumerians lived in a swamppy land where disease thrived.” Or: The Egyptians revolted against their king after the great drought.” Also tell when things happened – give a date if possible, or at least put the event in perspective.

- **Statements of general personal opinion** – Statements like “I’d feel sorry for them.” It’s not bad to empathize with others, it’s a very good thing. But instead, show your empathy by showing the reader that you understand needs of the people in the culture. You might say something like, “while many modern people don’t approve of same-sex relationships, they were natural to the ancient Greeks because they felt men and women were too different to spend time together.” This really shows you understand the culture and why it took the form it did! If you can do that with past cultures, you will be able to do it with living cultures today. Understanding WHY things happen is an ability that helps us all be more tolerant.

- **Author assumes he/she knows what the question asks without reading carefully** – The climate Big Question, for example, asks you to discuss the EFFECTS of climate/natural disaster. It does NOT ask you to discuss the climate or natural disasters themselves. So if you ever get an ID web based on that BQ, the terms, and therefore the bulk of the essay should be on the characteristics of the culture that were shaped by climate, geography, or natural disaster, not on those natural events themselves.

- **No big picture** – you identify the terms, but don’t show any patterns of how they relate. So in a “How to Rule” web, you identify Sargon and Akhenaton and Darius and Solomon, but don’t point out that they all used religion to govern and what factors made this technique successful or not.

The examples on the last two pages are what you’ll be doing on the 30 or 40 point Prep Tests, where you only need a couple of paragraphs in your answer. It’s also an excellent start on a midterm or final exam web, but those webs will cover more cultures and multiple chapters. So if these were an essay on the midterm, you’d also have terms from the Greeks and Romans too! Total web length for big exams should be 1 - 2 bluebook pages (page sides). Total length for a Prep Test web is 2-3 paragraphs or ½ to ¾ of a normal page. This seems like it could be hard to do, doesn’t it? Well, it is if:

- You don’t read the book **before coming to class**, making vocabulary flash cards as you do so.
- You miss a lot of classes or don’t take thorough notes in class.
- You don’t use your flashcards to memorize and prepare before exams.

But if you do these things, you’ll find Webs pretty easy to write. And don’t forget, you get a 3x5" hint card on the exams.
Part II: Study Aids
Mark Goulston, M.D. and Philip Goldberg have written a book called *Get Out of Your Own Way: Overcoming Self-Defeating Behavior*. While the book has a lot more to do with the business world, some of the authors’ advice can be relevant to school too! They point out that some of the most common ways that we defeat ourselves include procrastination, not learning from our mistakes, quitting too soon, and not asking for the help and resources we need to get the job done. All of those behaviors can affect school as well as career performance.

Perhaps most importantly, the authors suggest that we all make sure we distinguish between what is **reasonable** and what is **realistic**. While it is very reasonable to want to work 30-40 hours a week, take several classes, spend fulfilling time with friends and family, and work on our sports or hobbies, is this realistic? There are 168 hours in every week. Let’s take a look at this semester’s schedule and assess what it’s possible to do in those 168 hours!

First, we all need to sleep. Subtract 53 hours, which represents about 7.5 hours of rest a night. That leaves 115 waking hours! To round things off conveniently, subtract 15 hours for the time it will take each day to get ready for the day and for sleep, eat meals, and other such mundane necessities! Now we’re down to about 100 productive hours a week:

<table>
<thead>
<tr>
<th>1. Take the number of credit hours you are taking over 15 weeks. For a normal semester, just write this in the box to the right. For a 5 week summer class, multiply this x3. For a winter class, multiply the total x4:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Now multiply the number on line one by two and a half (2½). This is the time you will need, on average, to study for your college classes:</td>
</tr>
<tr>
<td>3. Now write in the number of hours you work each week:</td>
</tr>
<tr>
<td>4. Don’t forget transit. Think about how long it takes you to get to school and work each day, multiply by five (5). Add four or five hours for other “road time” such as shopping and getting gasoline, and enter that number here:</td>
</tr>
<tr>
<td>5. Lastly, write in any other standing commitments such as sports or music practices, volunteer work, or religious or community commitments.</td>
</tr>
<tr>
<td>6. Now total the number of hours you have committed to this term. Remember you only have 100 waking productive hours a week. How does that compare to your total?</td>
</tr>
</tbody>
</table>

What should you do if your total committed time is close to, or even over, 100? You probably have a lot of options, but the two things you shouldn’t do are either to give up or to ignore these potential conflicts!

Consider all the possibilities. There may be scholarships that you’re unaware of which could let you cut back on work hours, for example. Perhaps finding an apartment closer to Essex to cut down on commute time is what will work for you, or learning about a babysitting co-op in your neighborhood so you can schedule more quiet study time... There are always options, and different things will work for each person. You can talk to our councilors, your employer, family, and others as you take stock of all the range of possibilities.
Types of Critical Thinking and How You Know What You Know

Knowing HOW you know something, what your reasons for believing something are, is a very marketable skill, and one that will help you lead a fuller and more informed life. Socrates said thousands of years ago that the unexamined life is not worth living, and not much has changed in all the years since! But how do you know what you are thinking and why? You think about it, of course! Thinking about thinking is called ‘**metacognition**,’ and it’s a skill we’ll work on a lot in this class. Practicing **metacognition** will help you become a better problem solver, in school and in life!

Try this technique: whenever you solve a problem in this class, ask yourself which ones of the following things¹ you are doing. All of these except Recall are what we call “Critical Thinking” – creating something new from your existing knowledge!

- **Recall:** The simplest form of thinking, recall is when you describe facts or events, perhaps putting them in sequence. You’ll need to do this throughout this class in Q&A sessions, Multiple Choice, and the first part of an ID Web. It’s not critical thinking though!
- **Similarity:** This action involves comparing facts or sets of facts to see what they have in common. You’ll use this technique in papers, Multiple choice, and ID Webs.
- **Difference:** This action involves comparing facts or sets of facts to see where they are different. You’ll use this technique in papers, Multiple choice, and ID Webs too.
- **Cause and Effect:** With this form of thinking you are looking at the consequences of actions and describing how one action led to others. You can do this by looking forward or to the effects or backward to the causes. We’ll do this one a lot in this class, especially in papers and ID Webs!
- **Example to Idea:** This is where you generalize and look for patterns shared by events or sets of facts or events. It goes beyond looking at basic similarities because you are trying to generalize beyond just the facts at hand. For example, you would be finding similarities if you said ‘Both chocolate and vanilla ice-cream tastes good.’ You would be finding patterns if you said “All ice-cream tastes good.’ You’ll be doing this a lot in this class too: especially in the papers and ID Webs.
- **Idea to Example:** This is the reverse of the process above. Here you have an idea and you attempt to verify or prove it by finding facts that agree with that idea. Having decided on the hypothesis that ice-cream tastes good, above, you would want to go out and taste several different kinds to find out if the pattern holds true. You will be using Idea to Example thinking in papers and ID Webs in this class.
- **Evaluation:** This is the most complex form of thinking, and one of the most important. TO evaluate, you need to be able to recall facts, compare and contrast options, see cause and effect, and recognize and test patterns. With this form of thinking, you decide whether something is right or wrong, significant or insignificant, trustworthy or untrustworthy. As you can imagine, you will have to make countless decisions about importance, worth, and truthfulness throughout your life. Should believe this car salesman? Smoke that cigarette? Have that operation? Get married? Lie about something you did? We’ll do this some in this class, particularly when we discuss **historical biases**!

¹ This system was defined by an educator, Dr. Frank Lyman, Jr., to help students learn to think about thinking. He calls it the Thinktrix system.
How to Get an “A” in This Class (and others too!)

So how do you get the basic facts to use with the ‘Thinktrix’ on the previous page? What works the best for you will depend on your **learning style**, but these techniques are the basics, and work well for anyone willing to put the time into them:

1. **Read the books** — BEFORE coming to the relevant lecture. You will get much more out of the lecture and discussions if you are prepared for them. You will also remember much more of that knowledge. Reading the text before coming to class will save you a lot of time when you start preparing for the exams. So will **NOT HIGHLIGHTING**! You don’t learn when you highlight. Trust me on this. Instead, stop at the end of each section of text and summarize that section in your own words based on which BQs are discussed. This is your journal. If you read something about how people governed, write it down in the “how to govern” area for that chapter, same for religion, treatment of marginalized people, art and lit, etc. Then when you go to study for the text, you can re-read the 4-5 pages of notes in your journal for that chapter rather than the entire 30+ page chapter! You may have taken some classes where reading the textbook was optional. This is not one of them. If you don’t read the book and keep a journal, you will fail the class. Is it really important to read the book before class though? Yes! Let me give you a real example I’ve seen many times. When we discuss kings who ruled a land like France or England, I’ll hit the ones who did the most to change the way the country was run, for better or worse. I’ll skip the secondary ones because of time constraints. So maybe we’ll discuss William the Conqueror then Henry II. In between were William II, Henry I, and others. But if you haven’t read the text, you won’t know that and you may jump to the conclusion that Henry II is William’s son (especially if you missed me saying we were only hitting the most important kings)! If you put that on the exam, you’ll be wrong and the error will get all your dates off too. You need to read the book before class because we just don’t have much class time. I can’t possibly repeat everything the book says and you wouldn’t be getting your money’s worth if that’s all I tried to do. So you need to read it yourself and add the information from class to what the book says!

2. Make sure you have a reliable system for keeping track of your book notes, lecture notes and handouts (a simple 3-ring binder works well). You will also need a daily organizer of some sort to keep track of all your assignments in this and other classes. Lastly, you will need such supplies as pens, pencils, and a stapler. These things do not have to be expensive, but you will need them!

3. Cultivate good study habits. Studying by itself is NOT enough. You need to read and study effectively, i.e.:

- **Study without television** or other distractions.
- **Summarize** what you read in a notebook and in your own words – do NOT highlight! Use SQ3R where the questions are the 10 Big Questions.
- Try to answer the 10 Big Questions for the different cultures in the book and
• Identify the vocabulary words that could be used in answering those questions
• **Make flash cards** of the terms listed in the vocabulary list. This is one of the best ways to learn! They are portable and can be sorted by essay topic or arranged as a timeline! Most learning styles are compatible with flash cards and they are even worth extra credit!!!
• Put the vocabulary word on the front of the card. On the back, list who or what the term was, when it was, and where. THEN list which of the TEN BIG QUESTIONS the term can relate to. This will help you prepare for both IDs and exam essays.
• Try alternative learning strategies like concept maps (discussed in this book)
• Print and do the blank practice maps and map questions on WebCT.

**Expect to spend about two (2) hours, possibly more, doing these things for EVERY hour you spend in class.** This is typical for a real college class, and it is why 4-5 classes is considered full time (because it takes a full work week to do the preparation).

4. Take notes in class. Start with my outline, but include details of events as well. **You should produce 3-4 pages of notes per class hour.** What should you write down? Well, think of yourself as a reporter getting the facts of a story: who or what, when, where, why, and how. Who or what is the person or event, when and where do you place them in history? Why are they important to us? In other words, why is this person or event significant, what did they change? And lastly, how does this event connect to the others we’ve been studying? Does it help reveal a pattern? Does it change the way society worked? Did it produce some future event? If you have all this in your notes, then you will be very well prepared for exams! Also, make sure you get to know a couple of your classmates. If you must miss a day, they can share their notes with you and vice versa!

5. Take just 10 minutes **each class day** to review your notes. Clarify anything that you did not have time to copy down completely, make sure that you can follow your notes. If you do this every day, it will dramatically cut down the time you need to prepare for exams and quizzes!

6. **ATTEND CLASS!** By attending, I don’t just mean come to this room and sit in silence. Be prepared to participate. **Learning is NOT a spectator sport.** Ask questions, raise ideas in discussion. If you **must** miss a class, make sure you get the notes and assignments from the web site and one or two of your fellow students. **If you miss class, it is your responsibility to proactively find out about any changes to the class schedule of assignments!**

7. Talk to me! I’m here to answer your questions, but I can only help you if I know you have questions! Ask questions at any time during lecture or discussion. Come see me during my office hours. E-mail or call me with questions. Perhaps the most important question you can ask is “**Why is this important?**” You need to see the significance of the major events we are discussing, and what they mean to you today! I promise you that I will never ask you to do something if I can’t explain why it matters to you and the course.
8. PREPARE in ADVANCE! This means prepare for every class period as well as for quizzes and exams. Do NOT start studying for exams the night before! Even if you manage to learn enough to get an “A” on the exam, you won’t remember any of the material you “crammed” for more than a few days! The best way to do this is to pace your studying, a couple of hours a day, every day. Use the techniques mentioned above.

9. Prepare for papers too. Do not write papers the night before they are due and NEVER turn in a first draft of one – it’s very obvious. You need at least one night to write a paper and a second night to proofread and edit it. Take advantage of the Writing Center and other resources. See the ‘What’s Required for Papers” section in this booklet for more details.

10. Don’t prepare alone. You can:
   - Create a study group with your classmates (CCBC can help you). If you study actively and cooperatively, sharing notes and ideas, you will learn much more! Just remember – all work handed in must be your own, even if you brain-stormed about it with others!!
   - Get a Tutor! Tutors are like personal trainers. They keep you motivated and give you feedback. They will NOT do the work for you, but will quiz you, look over your work, and let you know that you are preparing effectively. They can give you study tips and help you become comfortable with those techniques. All tutors have received an “A” in one of my history courses, know how I test, and work with me on tutoring exercises. Oh, and tutoring is totally FREE.
   - Use WebCT to post questions to the class bulletin board or chat with classmates.

11. Be familiar with what you will be expected to know and do and believe me when I say that I do not give grades in this class. I don’t give A’s, B’s, C’s D’s or F’s. You earn your grade through your thought and effort. What do I do then? As an expert in the field, I am here to explain concepts, help you learn them, and evaluate your learning according to nationally accepted standards (see the Common Course Outline for more about those standards!). Think of me as a coach. I’m here to help you win the game, but I can’t play it for you and I certainly can’t win it for you!

   While I want to see everyone in the class do well, I can’t assign a grade you haven’t earned – that wouldn’t be ethical! But there are no surprises in this class. My goal is to make the standards clear and let you know what they are in advance. Take some time right now to familiarize yourself with the grading rubrics and samples in the previous section of the course book, and let me know if you have any questions about them!
Learning Styles

While the techniques above are all good ones, you can tailor them to your particular way of learning! Every person has multiple intelligences that reflect the way they learn the best. You can learn to learn in other ways, but there will always be approaches to learning you find easier than others. It is a very good idea to learn how you learn. How? Well this list below will give you some ideas of which approaches you favor, but you should also take the Learning Styles Assessment on the CD ROM that came with your textbook. The Success Center is another good place to learn more about your learning style.

If you like physical activities and working with your hands, move your hands and legs a lot when you sit, walk around when you study at home, and like to try a project hands-on rather than reading or hearing about it, you are probably a strong **Kinesthetic learner**. You’ll need to study by doing things like recopying your notes by hand and sorting ID flash cards into stacks by what they have in common.

If you like to use maps and drawings, would prefer a map to some place new rather than written directions, follow diagrams and charts easily, like drawing or photography, and don’t really like to read too much, then you are probably a strong **Visual-Spatial Learner**. You’ll want to make time-lines and draw diagrams showing cause and effect. Maps will be easy for you, so try relating vocabulary words to their place of origin by writing them on a map!

If you like to tell and listen to stories, like to write and read, discuss events and projects that interest you, and usually express yourself clearly in writing or verbally, then you are probably a strong **Verbal-Linguistic Learner**. History lends itself to this kind of learning, so try telling yourself the events you need to learn as stories – there are a lot of great soap operas in the past!

If you like math and science, question why things happen, like the planning stages of projects, can fix or diagnose thing well, and enjoy brain teasers, then you are probably a strong **Logical/Mathematical Learner**. History lends itself to this kind of learning too, because cause and effect is important to us. Try creating flow-charts to tie events together and make them easier to learn!

If you listen to music a lot, have a god sense of rhythm and frequently move or sing to the music, perhaps even composing your own music, then you are a strong **Musical learner**. You have one of the most interesting ways to learn available to you – just set the facts you need to learn to song!

If you like group projects and are often asked to mediate disputes, like to spend time with friends and feel you are good at understanding and helping people, then you are probably a strong **Interpersonal Learner**. You will learn much better if you work with a classmate or form a study group with like-minded people than if you study alone!
On the other hand, if you prefer quiet time, and need to think to your self about problems before you are ready to share them, spend a lot of time trying to understand you own thoughts and feelings, work on projects best when you are alone, and are motivated to self-improvement, then you are probably a strong **Intrapersonal Thinker**.

As you can tell, these intelligences are not in opposition to each other. You can even like both Inter- and Intra-personal learning! You’ll be good at a number of them, and learning more about them can help you create personal study plans for all your classes! Please note, however, that **No Learner, regardless of style, can avoid studying and do well!** You’ll need to put time into the class to get anything out of it, regardless of which techniques above work best for you!

Also Note that Flashcards (yes, yes, I know I go on about these *all* the time) like the one below, work really well for most learning styles:

---

**Sample Flash Card, Front and Back**

- **Thomas More**

  - Humanist Religious Reformer
  - England, c. AD 1500 (N. Renaissance)

  **BQs:**
  - Role of Religion (reforms)
  - How to Rule (relationship w/ Henry 8th)
  - What literature reveals (his book, Utopia)
  - Technology (printing press to spread book) and Education (Christian Humanism)

---
A concept map is a visual and non-linear way of laying out complex multi-step problems and events. They are a great way to brainstorm and organize information, especially if you find other common study techniques to be less effective on their own. You may want to take your class notes in this format, or prepare for exams by taking your journal information and restructuring it this way for each essay.

You start with the end of the process in the center bubble of the concept map and ask yourself how many different steps contributed to that concept. Each of them gets a bubble around the central one. Write how the two are related along the line connecting the bubbles. Then do the same thing again – what contributed to each of these new bubbles? Keep doing this until you can’t think of any more connections to add! Here’s a sample:

You can use these maps in many of your classes! They’re good for diagraming everything from photosynthesis to the Fall of Rome. Pretty much any essay on any exam in this class is “fair game” for being mapped in this way. If you want to do the exam outlines in this format, you may -- just make sure they still have specific vocabulary, dates, and sources! To learn more about them, visit http://www.utc.edu/Teaching-Resource-Center/concepts.html or http://www.wcer.wisc.edu/nise/cl1/flag/cat/conmap/conmap1.htm
How to Interpret a Historical Document

History isn’t just about facts. It is also about interpretation. Anyone can list facts, but it takes thought and practice to learn to interpret those facts in their proper context and see patterns of meaning in them. This is what becoming a historian is all about, and one of the objectives of this class is to introduce you to the art of “doing” history, so what better way to start than with the meat of it: how to and analyze documents!

Textual documents written in the past are the historian’s main source, tho we will see they aren’t the only ones! A document written in the past by an eye-witness to the events we are studying is called a primary source document. You can’t read them like a fiction book, or even like your text book. They have to be read very carefully and analyzed logically. Below is a set of steps to take into consideration when you begin this task!

Read every document VERY CAREFULLY, noting ALL the events/situations that it describes and how it describes them (emotionally, logically, etc.) Every word is important. Once you have read the document, begin your analysis by considering these questions:

1. What patterns or common trends are visible in the documents? What initial conclusions can you draw about the society that produced the documents? Do these conclusions help you answer any of the study grid category questions such as how people rule each other, or how they are affected by war and disaster?

2. Who wrote the document and what do you know about them? Was the author male or female, rich or poor, powerful or oppressed, old or young, at home or in a strange land? These things will influence their outlook and how reliable the document is! How? Well ask yourself this question: Do you think that a retired couple living next to a new “under 21” dance club would have the same thoughts about it as a 17 year old patron of the club? Who’s assessment might be more accurate?

3. What historical events were going on during the time the document was written? What events shaped the author’s life and purpose? Was is a time of war? Prosperity? Disease and famine? Technological change? All these would probably affect and be reflected in the document

4. What were the author’s known reasons for writing? Another way to think about this is to ask: what form is the document? A private letter? A court case? A novel? A grocery receipt? All of these can tell you about the past, but they were produced for different reasons and this is going to limit them in certain ways. For example: a royal proclamation probably isn’t going to tell you about the personal, inner thoughts of the monarch issuing it. His private letters might, but if you read them you might have to guess about a lot of the common ground he and his correspondent shared. The type of document is also going to influence HOW it is written. A romance novel will not use the same vocabulary and writing techniques as a scientific journal article! Use what you know about your life to help determine these things. Most document types used in the past are still used today!
5. A related issue is that of ulterior motives. If you are being paid by someone to write an official biography of them, for example, are you going to say bad things about them? Probably not! If your audience is paying you, you want to keep them happy! But imagine that you are being paid by a Democrat to write a biography of a controversial Republican. How might that influence what you write? An extreme example are tabloid journalists who make up their stories out of thin air (and doctored photographs!) to lure in readers.

6. By now maybe you’re thinking: How can I know anything for sure at all? Well, as you can see from above, people’s biases are often predictable. So you can guess what might be exaggeration or outright lies. What if a person says something against their bias? For example, imagine a dispute between a union and a factory owner. What if the union rep writes a letter admitting that the factory owner has done everything he can to improve working conditions? The you can probably believe it, because it is not in his best interests to have admitted that fact! Why would he lie to make his case worse? Don’t worry if all this is a little confusing – we’ll say more about it later!

Classroom Note-Taking Strategies

In order to be successful in college, you need to be able to learn and remember new information. Some of this information is in your textbooks, and some of it is information you will learn in-class from lecture and discussion. This history class is not designed to be a verbatim repetition of the textbook -- that’s why it is crucial that you attend class. But just coming and listening is not enough! **You will only remember ABOUT 5% of what you heard by the time the test comes around if you don’t write it down!** So a very important part of coming to class is taking notes. Here are some guidelines you should follow to successfully take lecture and discussion notes, as well as notes from the textbook.

1. **How much do I need to write, and why?**
   
   You should write down the names of all the people, places and concepts that we talk about in class. But you should NOT just write down the name! You should answer the questions: Who or What? When? Where? and WHY? about the person. So: DON’T just write down the name Darius I. Write down that he was a Persian king [Who] in Mesopotamia [Where] in the late 6th/ early 5th century B.C. [When], and that he is most significant to us as an example of how an empire can be effectively ruled, and how the Indo-European Persians became more "Mesopotamian" and despotic over time [WHY?].
Remember also that, on quizzes and exams, you will have to demonstrate how these people and things act as examples of larger concepts. So you might want to note HOW the person/thing/place is an example of a larger concept or concepts. So for Darius, you might want to note that he ruled using satraps and spies, and that he built roads and canals and other communications systems. If you are NOT writing these things down, you may discover later that you can't find them in the book -- that they aren't there! Even if these terms ARE in the book, Spielvogel may not always explain their significance.

One final reason for careful note-taking is reinforcement. If you read the book before coming to class, then the terms will sound familiar to you when we discuss them in class. The very act of writing down information about them will cement your knowledge. When you look after class at the terms in the study guide or vocabulary list, many will already seem familiar. This means you won't need as much time to memorize the vocabulary, and you will know it better than you would otherwise!

2. How do I manage to write all this?

It IS a learned skill, to write quickly and listen to discussion at the same time! Practice will make you much better at it! But until you are comfortable taking notes and participating in discussion too, you might want to use a small tape recorder in class. Take notes as carefully as you can, then listen to the tape after class to pick up anything you missed. You will find you learn to take notes more quickly and accurately within a single semester.

Another option is finding a note-taking partner in class! Introduce yourself to someone and offer to share notes with them. If either of you must miss class, the other can take notes. Just as importantly, on days when you are both there, you can compare notes to make sure neither of you miss anything important.

Even if you choose not to do either of these things, you should take a few minutes EVERY DAY to go over your notes after class. You may find places where you didn't finish your thoughts, or where you abbreviated something, and think you might forget what the abbreviation stands for before the exam. The best time to clarify your thoughts and notes is THE SAME DAY you took them!!! REMEMBER that if you have a documented disability, you may have free access to such assistance as a note-taker, reader, or textbook on-tape!! And EVERYONE can get peer tutoring for free!

3. Won't this all take a lot of time?

YES! But a college course is going to take a lot of time regardless! Ten to twelve hours a week PER COURSE, total, remember? Good note-taking (from either the book or class) is one of the most efficient ways to spend this time! It will actually SAVE you time when exams come around.

4. How should I organize all this information?

There are many ways you can do this. One good way is to use legal-style note paper with a line one-third of the way across the page. Write the master outline for the lecture on the left, and then expand the main points on the right. Your notebook might look something like this:

A Sample Page of Notes follows:
**Master Outline:**

<table>
<thead>
<tr>
<th>I. Neolithic</th>
<th>Expanded Outline:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Definition</td>
<td>I. Neolithic – &quot;new stone age&quot; – the Neolithic revolution</td>
</tr>
<tr>
<td>1. What?</td>
<td>A. The revolution was the beginning of farming as a central means of production. Named after the new tools that were used.</td>
</tr>
<tr>
<td>2. Where?</td>
<td>Crops = wheat, barley, millet, oats, peas, flax (linen), apples, cattle, sheep, pigs, chicken</td>
</tr>
<tr>
<td>3. When?</td>
<td>Occurred separately in several different places and times around the globe.</td>
</tr>
<tr>
<td>4. WHY?</td>
<td>Occurred gradually, experiments as early as 18,000 yrs ago in Egypt -- experimental, NOT main way of life.</td>
</tr>
<tr>
<td>B. Consequences:</td>
<td>Why 10,000 BP? Increasing population (#s), big game dies off</td>
</tr>
<tr>
<td></td>
<td>decreasing coastal plains (end of last ice age). ADVERSITY THEORY</td>
</tr>
<tr>
<td></td>
<td>-- people are lazy, must be forced to change by hardship</td>
</tr>
<tr>
<td></td>
<td>B. Consequences: Neolithic and Bronze Age</td>
</tr>
<tr>
<td></td>
<td>1. Decreased mobility permanence of housing and fortifications</td>
</tr>
<tr>
<td></td>
<td>Neolithic villages become bronze age towns and even cities.</td>
</tr>
<tr>
<td></td>
<td>2. Production of surpluses, specialization of labor Villages made surpluses, ate them in times of need, traded them when times were good for luxuries like: salt, wine, amber, glass, metal.</td>
</tr>
<tr>
<td></td>
<td>3. Increased disease and hierarchy Disease due to decreased mobility and change of diet. People lived closer to human, animal waste. Had to store food and that food could go bad. Increased carbohydrates at the expense of other foods meant bad nutrition and increased tooth damage from the rock bits inserted with grinding.</td>
</tr>
<tr>
<td></td>
<td>Hierarchy necessary to divide labor, distribute surpluses, build defensive structures to protect surpluses.</td>
</tr>
<tr>
<td></td>
<td>Continued ----&gt;</td>
</tr>
</tbody>
</table>

This would be continued over the next pages, of course! Compare this to your notes on Neolithic Europe, and see if you have about as much information. If not, consider some of the suggestions above (like a tape recorder or note-buddy).
### History 101 Vocabulary by Chapter

#### Introductory and Chapter 1 Vocabulary

<table>
<thead>
<tr>
<th>Adversity Theory</th>
<th>Hydraulic Empire</th>
<th>Neolithic Revolution</th>
<th>Jericho</th>
<th>Mesopotamia</th>
<th>ziggurat</th>
<th>Sargon</th>
<th>Enheduananna</th>
<th>Babylon</th>
<th>Hammurabi</th>
<th>lex talionis</th>
<th>Hammurabi's code</th>
<th>Curse of Akkade</th>
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<td>Adversity Theory</td>
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<td>Neolithic Revolution</td>
<td>Jericho</td>
<td>Mesopotamia</td>
<td>ziggurat</td>
<td>Sargon</td>
<td>Enheduananna</td>
<td>Babylon</td>
<td>Hammurabi</td>
<td>lex talionis</td>
<td>Hammurabi's code</td>
<td>Curse of Akkade</td>
<td>Gilgamesh</td>
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#### Chapter 2 Vocabulary

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<tr>
<th>Homer/Iliad</th>
<th>Arete</th>
<th>Hubris</th>
<th>Polis</th>
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<th>Philip II</th>
<th>Corinthian League</th>
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<th>Romulus and Remus</th>
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<th>Senate</th>
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<th>Plebeian</th>
<th>Equestrian</th>
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<td>Senate</td>
<td>Patrician</td>
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35
### Chapter 5 Vocabulary

<table>
<thead>
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<th>Augustus</th>
<th>Hadrian</th>
<th>Neoplatonism</th>
<th>Arianism</th>
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<td>Circus Maximus</td>
<td>Essenes</td>
<td>Diocletian</td>
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<td>Ara Pacis</td>
<td>Marcus Aurelius</td>
<td>Jesus of Nazareth</td>
<td>tetrarchy</td>
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<td>Virgil/Aeneid</td>
<td>Five Good Emperors</td>
<td>Commodus</td>
<td>Constantine</td>
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<td>Livy</td>
<td>ailementa</td>
<td>Septimius Severus</td>
<td>Edict of Milan</td>
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<td>Nero</td>
<td>Galen</td>
<td>Theodosius</td>
<td>Council of Nicaea</td>
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<tr>
<td>Vespasian</td>
<td>Mithras</td>
<td>Paul of Tarsus</td>
<td>Augustine of Hippo</td>
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<td>Pax Romana</td>
<td>Isis</td>
<td>Melonia the Younger</td>
<td>barracks Emperors</td>
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### Chapter 6 Vocabulary

<table>
<thead>
<tr>
<th>peaceweaver</th>
<th>Benedict of Nursia</th>
<th>Donation of Pepin</th>
<th>Muhammad</th>
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<tr>
<td>word-hoard</td>
<td>Visigoths</td>
<td>Radegund</td>
<td>Qur'an (Koran)</td>
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<td>comitatus</td>
<td>Theodoric</td>
<td>Justinian</td>
<td>Haf</td>
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<td>Germania</td>
<td>Boethius</td>
<td>Theodora</td>
<td>Ramadan</td>
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<td>Petrine doctrine</td>
<td>Franks</td>
<td>Hagia Sophia</td>
<td>Five Pillars of Islam</td>
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<td>Gelasius</td>
<td>Angles and Saxons</td>
<td>Corpus Iuris civilis</td>
<td>jihad</td>
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<td>Doct. of 2 Swords</td>
<td>Clovis</td>
<td>themes</td>
<td>&quot;people of the Book&quot;</td>
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<td>Clothilida</td>
<td>Iconoclasm</td>
<td>Augustine of Hippo</td>
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<td>Huns</td>
<td>Gregory the Great</td>
<td>Cyril and</td>
<td>Synod of Whitby</td>
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<td>Caesarpapism</td>
<td>Mayor of the Palace</td>
<td>Methodius</td>
<td>Ibn Sina</td>
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<td>Pepin</td>
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### Chapter 7 Vocabulary

<table>
<thead>
<tr>
<th>Charles Martel</th>
<th>Saxons</th>
<th>Empress Irene</th>
<th>Vikings</th>
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<tr>
<td>Weregeld</td>
<td>Missi Dominici</td>
<td>Carolingian</td>
<td>Vassal</td>
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<td>Leo III</td>
<td>renaissance</td>
<td>hommage/fealty</td>
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<td>Trial by Ordeal</td>
<td>Alcuin of York</td>
<td>Carolingian Minuscule</td>
<td>fief</td>
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<td>Trail by</td>
<td>Alfred the Great</td>
<td>Capitalaries</td>
<td>Subinfeudation</td>
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<td>Compurgation</td>
<td>Witan</td>
<td>Cluny</td>
<td>Otto I</td>
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<td>rachimburg</td>
<td>Bede</td>
<td>scriptoria</td>
<td>Magyars</td>
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<td>Charlemagne</td>
<td>Danelaw</td>
<td>Trivium/Quadrivium</td>
<td>Harun Al Raschid</td>
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<td>Treaty of Verdun</td>
<td>serfdom</td>
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### Chapter 8 Vocabulary

<table>
<thead>
<tr>
<th>Aratum/Carruca</th>
<th>Roger Bacon</th>
<th>John of England</th>
<th>Concordat of Worms</th>
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<td>3-field system</td>
<td>Art of Courtly Love</td>
<td>Parliament</td>
<td>Thomas Becket</td>
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<td>communes</td>
<td>Chansons de geste</td>
<td>Edward I</td>
<td>Urban II</td>
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<td>Champagne fairs</td>
<td>El Cid</td>
<td>Reconquista</td>
<td>Seljuk Turks</td>
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<td>Hanseatic league</td>
<td>Troubadours</td>
<td>Philip II Augustus</td>
<td>Peasants’ Crusade</td>
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<td>Peter Abelard</td>
<td>William of Nomandy</td>
<td>Louis IX</td>
<td>Templars</td>
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<td>Heloise</td>
<td>curia regis</td>
<td>Parlement</td>
<td>Waldensians</td>
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<td>Thomas Aquinas</td>
<td>sheriffs</td>
<td>Philip IV</td>
<td>vita apostolica</td>
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<td>Summa Theologica</td>
<td>exchequer</td>
<td>Otto I</td>
<td>Francis of Assisi</td>
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<tr>
<td>Hildegard of Bingen</td>
<td>Henry II</td>
<td>Frederick II</td>
<td>Dominicans</td>
</tr>
<tr>
<td>Marie de France</td>
<td>Eleanor of Aquitaine</td>
<td>Gregory VII</td>
<td>Albigensians</td>
</tr>
<tr>
<td>Jacoba Felicie</td>
<td>Magna Carta</td>
<td>Investiture</td>
<td>Holy Inquisition</td>
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</table>
Chapter 9 Vocabulary

| Black Death | John Ball | John Wycliffe | Giovani Boccaccio |
| bubonic plague | Catherine of Siena | Joan of Arc | fabliau |
| memento mori | Pope Boniface | Wars of the Roses | Genghis Kahn |
| Sts. Sebastian and Roch | Pignon Papacy | William of Ockham | Mongols |
| Flagellants | Great Schism | New Nominalism | Marco Polo |
| Danse Macabre | Council of Constance | Dante Alighieri | Ottoman Empire |
| Transi tombs | conciliarism | Divine Comedy | Suleiman the Magnificent |
| "Babylonian Captivity" | Jan Hus | Geoffrey Chaucer | Ivan III |

Chapter 10 Vocabulary

| Michelangelo | Petrarch | the Borgias | Thomas More |
| Pico della Mirandola | Johannes Gutenberg | Johannes Gutenberg | William Shakespeare |
| Isabella d'Este | moveable type press | condottieri | Isabella of Castile |
| l'uomo universale | Girolamo Savonarola | Leon Battista Alberti | Ferdinand of Aragon |
| civic humanism | Alfonso the Magnanimous | Leonardo da Vinci | conversos |
| religious humanism | | Louis the Spider | Anti-Semitism |

Chapter 11 Vocabulary

| Martin Guerre | indulgences | Ulrich Zwingli | Ximenez Cisneros |
| Charles V | pluralism | John Calvin | Ignatius Loyola |
| Habsburg-Valois wars | Pope Leo X | predestination | Society of Jesus |
| devotio moderna | "Ninty-Five Theses" | Act of Supremacy | Spanish |
| Thomas a Kempis | Justification by Faith | Henry VIII | Inquisition |
| The Praise of Folly | transubstantiation | Archbishop Cranmer | Council of Trent |
| Erasmus | Priesthood of Believers | Anabaptists | Therese of Avila |
| Martin Luther | Peace of Augsburg | Puritans | Battle of Lepanto |

You should be familiar with these terms. Know who or what they are, where they are from, and what larger issues they are associated with. Be able to give a rough date for them – i.e. place them in the right quarter of the right century. Flashcards and the Study Grids will really help you do this.

When you work on essays for the exams, look through the lists and see what terms from this list you can use in your essays as examples. Before the big three exams, you will be given a shortened list of terms to know very well. These are the terms the IDs will come from. But even if terms you learned are eliminated from those shorter lists, knowing all of them will still help you write solid “A” essays on the smaller (but still important!) tests and provide potential extra credit on the big tests, as well enriching your personal understanding of history. To study for essays, relate the terms above to which of the Ten BIG Questions they help answer! There are a lot of terms, but remember you always have choices on tests and exams. But the more terms you remember, the more choices you can pick from!!!
The 10 BIG Questions

It is crucially important in this class to learn BOTH larger concepts or patterns AND the examples (vocabulary terms) that prove them true! Every essay will need to have a number of vocabulary terms, and the IDs, of course, are built around them but every essay will also need a theme or organizing idea. These are the big, general questions that historians, political scientists, economists, anthropologists, sociologists and others ask in order to learn about human society throughout time.

In this class, all ID Webs will be built around one of these BQs. You need to be able to recognize patterns within the BQ (i.e. what ARE the ways rulers tend to govern?)

1. What are the effects of climate/natural disaster/geography on cultures?
2. How do countries or whole cultures relate to each other: conquest, diplomacy, trade, prejudice, etc.?
3. How do rulers and ruling bodies govern and maintain control over people?
4. How does religion meet the needs of the common people and/or the needs of ruling institutions?
5. What is the country’s economy like? How do its residents earn a living?
6. What are the effects of changing technology and education levels on the society?
7. How does a society treatment women, foreigners, and the lower classes (marginalized people) and what does this reveal?
8. What does the art, literature, and philosophy of a society reveal about the nature of the society?
9. What are the private institutions of the society? I.e. how important are family, kinship, children, private ritual, etc? What does this show about their priorities?
10. What are the main, often self-professed, cultural values of a society and what do they reveal? Does the society live up to these values?
So How Should You Read the Text Book?

This may seem obvious, right? After all, you’ve been reading for years – ever since you began elementary school, and maybe before. So why am I taking time and space in a college course to discuss how to read a book? Because we’ve all been doing it for so long, that we take it for granted!

So how do you read a textbook? You open it to the first page and read one word after another, right? NO!!! Believe it or not, that is one of the slowest and least efficient ways to read a book. Here’s what to do instead: SQ3R. What’s SQ3R? It’s a reading strategy devised over half a century ago by educator Francis Robinson. The initials stand for Survey, Question, Read, Recite, Review. It’s still used today because it really works! While it takes more time up-front, it saves you even more time over the course of the semester!

SURVEY: Get the gist of the Chapter so you know what the authors will be telling you. This will keep you from getting lost in the details! How do you survey? By:

1. Reading the Critical Thinking Questions at the end of each chapter. They will ask you important things about the current chapter and relate the it to the ones before and after it. These questions will almost always fall under one of the Ten Big Questions (see below). For example, in Chapter 1 (History 101) you are asked “What environmental advantages did the ancient Middle East have that permitted the growth of Civilizations?” This is the 1st BQ, effects of climate and natural disaster. In Chapter 13 (History 102) you are asked to “Analyze the ways monarchs tried to increase their power.” This is the 3rd BQ, how to rule people.
2. Read the Chapter introduction and the Chapter Summary
3. Now go back to the beginning of the chapter again. Begin reading the first major section of the chapter, but read ONLY the FIRST SENTENCE of EVERY PARAGRAPH. Each section in the book is set apart by a green text title with a little calligraphic icon next to it. If you’re in Hist. 101, the first section of your first chapter is Before Western Civilization on page 4. If you are in Hist. 102, the first section of Chapter 13 is Stresses in Traditional Society on page 428.

QUESTION:
1. With some books, at this point, you’ll have to determine for yourself what main questions the author wants you to be able to answer once you’ve finished the chapter. With others, the authors provide questions to answer. In this class, you will be using the 10 Big Questions as your questions for each chapter. You will NOT always get a lot of information on all 10. Sometimes the information just wasn’t there in the past to be preserved! Sometimes we may have lost the information over time. And sometimes your book just doesn’t have time to cover all the Big Questions. So answer the ones you can by reading the book thoroughly and don’t be concerned if there is a lack of info on some of them.

READ:
Only now, once you’ve gone through the section by reading first sentences and have a pretty good feel for what the main points are do you start looking for the details. Go back and read the passage carefully. As you read, write down the answers to the 10 Big Questions in your
journal. Aim for an average of half a page per question. Sometimes you may have a whole page on “how to rule,” and only 2-3 lines on art or literature. That’s OK as long as that reflects what’s in the book. Should you write in complete sentences? No, there isn’t really a reason to. Write in bullet statements. For example, a statement about the poem Gilgamesh under “art and lit” might read: long poem, Sumer, c. 2700 BC, half-god king, seeks immortality and fails, harsh story = harsh climate. An entry for Sargon might read, “Akkadian king, conquers Sumer, rules w/ religion (Enheduanna), c. 2350 BC.

RECIPE (or Rehearse):
1. The best way to learn is to receive the information in several different ways. Go back over your notes and read the information aloud as you do, so that you hear it. Add class information to your journal. Recopying the class information will reinforce it. Make flash cards from your journal you can use while at school, at work, walking for exercise, etc. In other words, don’t just do the journal and shove it in your backpack to turn in later, use it weekly to keep the information fresh in your mind. Repetition is the only way the human mind learns things. You must go over the material enough to build new neural pathways in your brain, and it takes time and repetition to grow neurons!

REVIEW:
Don’t wait until the night before (or even worse, the day of!) an exam to review your text notes. In fact, the best thing to do is review once before you even close the book at the end of your study session. Five extra minutes reviewing now can save you an hour later on! Likewise, reviewing your class notes each day will have the same effect for class material. How can you review?
1. Quiz yourself to see if you can answer the though questions without looking at your notes. Highlight, underline, or recopy those parts of the answer you found it difficult to remember.
2. Discuss concepts and questions with your classmates. Take turns teaching each other the answers to the questions.
3. Organize your flash cards into a time line, for help learning dates and cause-and-effect
4. Fill out the essay outlines for specific exam questions once those are handed out.
5. Create a concept map or traditional outline of each chapter’s main points
6. Record vocabulary and main points on a portable tape recorder (a great tip if you have long commutes – just play the tape in the car!)

Why are these reading techniques so valuable? They let you find the author’s main points quickly, then make sure you have the examples (vocabulary words with rough dates) that you need to demonstrate that you know the important points. Perhaps most importantly, it then lets you check yourself so that you know that you know the answer! If you suffer from text anxiety, you’ll find that quizzing yourself so you know you know the answer really helps. Even if you are fortunate enough to have never felt test anxiety, you’ll find the confidence of knowing exactly what you’ve learned can dramatically improve your performance on exams and enjoyment of college! AND you won’t need to read the chapter over and over, because one time through surveying and carefully reading/questioning is usually enough to get the data you need. Which do you want to re-read? 5 pages of notes or 30 pages of text?
Part IV:
Primary Source Readings
This is a short selection of Mesopotamian documents. They cover a variety of times and subjects. As you read them, see which ones of the Ten Big Questions on page 43 you can get some information on! Be prepared to discuss your answers to the BQs in class.

1. This is a piece of a writing exercise used in Scribe School, where young boys were taught the art of writing for a living.

“Schoolboy, where did you go from earliest day?”

“I went to school.”

“What did you do in school?”

I read my tablet, wrote it, finished it; then my prepared lines were prepared for me and in the afternoon, my hand copies were prepared for me.”

Upon the school’s dismissal, I went home, entered the house, there was my father sitting. I spoke to my father of my hand copies, then I read the tablet to him, and my father was pleased; truly I found favor with my father.

“I am thirsty, give me drink, I am hungry, give me bread, wash my feet, I want to go to sleep; wake me early in the morning, I must not be late or my teacher will cane me.”

When I awoke early in the morning, I faced my mother and said to her “Give me my lunch, I want to go to school...”

My mother gave me two rolls, I went to school.

In the tablet house, the monitor said to me: “Why are you late?” I was afraid, my heart beat fast.

I entered before my teacher, took my place.

My “school-father” read my tablet to me, said the [word] is cut off,” caned me...

[The man] in charge of drawing said, “Why, when I was not here, did you stand up?” [and] caned me.

[The man] who was in charge of the gate said “Why, when I was not here, did you go out?” caned me.

My teacher said “Your hand is not good,” [and] caned me.
2. The following are excerpts from the Law Code of the Assyrians dealing with women and marriage. They date from 1075 BC.

If a woman, whether the wife of a man or the daughter of a man, utter vulgarity or indulge in low talk, that woman bears her own sin; against her husband, her sons, or her daughter they shall have no claim [no rights in court].

If a woman bring her hand against a man, they shall prosecute her; 30 manas of lead shall she pay, 20 blows shall they inflict on her.

If a woman in a quarrel injure the testicle of a man, one of her fingers they shall cut off. And if a physician bind it up and the other testicle which is beside it be infected thereby, or take harm; or in a quarrel she injure the other testicle, they shall destroy both of her eyes.

If a man bring his hand against the wife of a man, treating her like a little child, and they prove it against him, and convict him, one of his fingers they shall cut off.

If the wife of a man go out from her house and visit a man where he lives, and he have intercourse with her, knowing that she is a man's wife, the man and also the woman they shall put to death.

If a man have intercourse with the wife of a man either in an inn or on the highway, knowing that she is a man's wife, according as the man, whose wife she is, orders to be done, they shall do to the adulterer. If not knowing that she is a man's wife he rapes her, the adulterer goes free. The man shall prosecute his wife, doing to her as he likes.

If a man have relations with the wife of a man at her wish, there is no penalty for that man. The man shall lay upon the woman, his wife, the penalty he wishes.

If a man divorce his wife, if he wish, he may give her something; if he does not wish, he need not give her anything. Empty shall she go out.

If the wives of a man, or the daughters of a man go out into the street, their heads are to be veiled. The prostitute is not to be veiled. Maidservants are not to veil themselves. Veiled harlots and maidservants shall have their garments seized and 50 blows inflicted on them and bitumen poured on their heads.

If a woman of her own accord drop that which is in her [i.e. if she has an abortion], they shall prosecute her, they shall convict her, they shall crucify her, they shall not bury her. Unless it is
forbidden in the tablets, a man may strike his wife, pull her hair, her ear he may bruise or pierce. He commits no misdeed thereby.

3. These are selected reports of the Magicians & Astrologers of Nineveh & Babylon from the Ancient History Sourcebook. They range in date from about 2500 BC to 670 BC.

When the Moon appears on the first day of the month, there will be silence, the land will be satisfied. When the day is long according to its calculation, there will be a long reign... When the Moon is regularly full, the crops of the land will prosper, the king will go to pre-eminence.

When the Moon appears on the first of Kislev, the King of Akkad, wherever he goes, will ravage the land; (or) the King of Akkad, wherever his face is set, will rule the land. (On the fourteenth day the Moon was seen with the Sun.) There will be an overthrowing of fortresses and downfall of garrisons; there will be obedience and good-will in the land.

Last night a halo surrounded the Moon, and Jupiter and Scorpio stood within it. When a halo surrounds the Moon and Jupiter stands within it, the King of Akkad will be besieged. When a halo surrounds the Moon and Jupiter stands within it, there will be a slaughter of cattle and beasts of the field. When a halo surrounds the Moon and Scorpio stands in it, it will cause men to marry princesses, (or) lions will die, and the traffic of the land will be hindered.

When a halo surrounds the Moon and a planet stands within it, robbers will rage. (Saturn stood within the halo of the Moon.) When Jupiter draws near to Taurus, the good fortune of the land passes away, (or) the generation of cattle and sheep is not prosperous. (Jupiter has entered Taurus: let the king, my lord, keep himself from the storm-wind.) When Mars reaches the path of the Sun there will be a famine of cattle, there will be want. (Mars reached Saturn.) When a planet and Mars stand facing one another, there will be an invasion of the enemy.

4. The following is a Sumerian love song entitled “The Honey Man.” Most historians believe it would be sung by the city’s high priestess to their king at the annual fertility festival as a magical chant/prayer for good harvests.

   He has sprouted, he has burgeoned, he is lettuce planted by the water,
My well-stocked garden of the plain, my favorite of the womb,
My grain luxuriant in its furrow – he is lettuce planted by the water,
My apple tree which bears fruit up to [its] top – he is lettuce planted by the water
The “honey-man,” the “honey-man” sweetens me ever,
My lord, the “honey-man” of the gods, my favored of the womb,
Whose hand is honey, whose foot is honey, sweetens me ever.
Whose limb are honey sweet sweetens me ever.
My sweetener of the naval, my favored of the womb
My [lover] of the fair thighs, he is lettuce [planted by the water].

5. The following is from a Sumerian “advice handbook” (hand-tablet?) on how to be a successful farmer (the most common occupation in the ancient world).

When you have to prepare a field, inspect the levees, canals and mounds that have to be opened. When you let the flood water into the field, this water should not rise too high in it. At the time that the field emerges from the water, watch its area with standing water; it should be fenced. Do not let cattle herds trample there.

Your implements should be ready. The parts of your yoke should be assembled. Your new whip should hang from a nail – the bindings of the handle of your old whip should be repaired by artisans. The adze, drill and saw, your tools and your strength, should be in good order. Let braided thongs, straps, leather wrappings and whips be attached securely. Let your sowing basket be checked, and its sides made strong. What you need for the field should be at hand. Inspect your work carefully.

The plough oxen will have back-up oxen. The attachments of ox to ox should be loose. Each plough will have a back-up plough. The assigned task for one plough is 180 iku (approx. 65 ha), but if you build the implement at 144 iku (approx. 52 ha), the work will be pleasantly performed for you. 180 (?) sila of grain (approx. 180 litres) will be spent on each 18 iku area (approx. 6 1/2 ha).

When your field work becomes excessive, you should not neglect your work; no one should have to tell anyone else: “Do your field work!” When the constellations in the sky are right, do not be reluctant to take the oxen force to the field many times.
After the seedlings break open the ground, perform the rites against mice. Turn away the beaks of small birds. When the plants overflow the narrow bottoms of the furrows, water them with the water of the first seed. When the plants resemble a reed mat, water them. Water the plants when they are heading. When the plants are fully leafed out, do not water them or they will become infected by leaf rust.

Your daily work starts at daybreak. Gather your force of helpers and grain gatherers in sufficient number and lay down the sheaves. Your work should be carefully done. Although they have been having stale coarse flour, do not let anyone thresh for your new bread – let the sheaves have a rest. The rites for the sheaves should be performed daily.

6. The following is from the Legend of King Sargon of Akkade, c. 2300 BC.

Sargon, the mighty king, king of Akkade am I,
My mother was lowly; my father I did not know;
The brother of my father dwelt in the mountain.
My city is Azupiranu, which is situated on the bank of the Purattu [Euphrates],
My lowly mother conceived me, in secret she brought me forth.
She placed me in a basket of reeds, she closed my entrance with bitumen,
She cast me upon the rivers which did not overflow me.
The river carried me, it brought me to Akki, the irrigator.
Akki, the irrigator, in the goodness of his heart lifted me out,
Akki, the irrigator, as his own son brought me up;
Akki, the irrigator, as his gardener appointed me.
When I was a gardener the goddess Ishtar loved me,
And for four years I ruled the kingdom.
he black-headed peoples I ruled, I governed;
Mighty mountains with axes of bronze I destroyed.
The country of the sea I besieged three times...
It’s All Greek to Me Athenian Democracy

What follows are several documents that refer to social status in Athens. We think of Classical Greece, and Athens in particular, as the birthplace of democracy, but how accurate is this really? What kind of social and political privileges could you expect to have if you lived in Classical Athens? What you want to do in this assignment is attempt to deduce the truth from these different sources by thinking about the motives and biases of the authors. For example, is a rich Athenian likely to say that the rich have too much power and the poor too little? No, he’s likely to say that everything in Athens is working just fine (it is for him, after all), or maybe even that the lower classes have too much power! You can balance biased view points like this by using the supplementary sources like the Athenian house plan.

Answer the questions that you’re asked at the end of each text in order to decide how reliable you believe it is. Underline or highlight the lines in the passages that are your evidence, your proof, that your conclusions are correct. If you have trouble figuring out the writer’s biases or finding proof, see your instructor for assistance!

When you have carefully read and analyzed all the excerpts, decide how comprehensive, how “real” democracy was in Classical Athens. You might decide that you can’t consider their society democratic at all. You might decide it was very democratic, or somewhere in between. Make sure your decision is based on the evidence you found in the primary source documents, NOT ON THE TEXTBOOK!

Lets start with three explicitly historical and/or political statements from Classical Athens. The men who wrote these were intentionally discussing democracy and politics, so their writings are going to reflect their biases. The authors are all men, and they are all educated. Education was not free, so what does that tell you about their status and income level? You will be able to learn even more about some of the authors – look them up in your textbook or on Wikipedia!

1. Thucydides, The Peloponnesian War

Who is the Author: ________________________________________________________________
What Social Class is the Author: ____________________________________________________
What members of society is he talking to: _____________________________________________
So what are his biases likely to be: _________________________________________________
_____________________________________________________________________________
Our constitution does not copy that of neighboring states; we are rather a pattern to others than imitators ourselves. Its administration favors the many instead of the few. If we look to the laws, they afford equal justice to all in their private differences; if to social standing, advancement in public life falls to reputation for capacity, class considerations not being allowed to interfere with merit; nor again does poverty bar the way; if a man is able to serve the state, he is not hindered by the obscurity of his condition.

The freedom we enjoy in our government extends also to our ordinary [private] life. There, far from exercising a jealous surveillance over each other, we do not feel called upon to be angry with our neighbor for doing what he likes. But all this ease in our private relations does not make us lawless as citizens. Against this, fear is our chief safeguard, teaching us to obey the magistrates and the laws... which cannot be broken without disgrace.

2. Excerpts of a Poem on the Effects of Democracy

What Social Class is the Author:____________________________________________________
What members of society is he talking to:_____________________________________________
So what are his biases likely to be:___________________________________________________

| Our commonwealth preserves its former fame, | By rules of right, but in days of old |
| Our common people are no longer the same: | flocked to the town, like cattle to the fold, |
| They who in skins and hides were rudely dressed | Are now the brave and wise; and we, the rest |
| Who did not dream of law, nor sought to be | (Their betters, nominally, once the best) |
| redressed | Degenerate, debased, timid, mean! |

3. Excerpt of a Political Treatise on Athenian Democracy

What Social Class is the Author probably from:_______________________________________
What members of society is he talking to:_____________________________________________
So what are his biases likely to be:___________________________________________________

In the next place... the fact that everywhere greater consideration is shown to the base, to poor people and to common folk, than to persons of good quality – so far from being a matter of surprise, this, as can be shown, is the keystone of the preservation of democracy. It is these poor people, this common folk, this worse element, whose prosperity, combined with the growth of their numbers, enhances the democracy...

The man who... prefers to live in a state democratically governed rather than in an oligarchical state may be said to smooth his own path towards iniquity. He knows that a bad man has a better chance of slipping through the fingers of justice in a democratic state...
So what’s your view of democracy based just on these readings? Who does it benefit? How fair and good is it? None of these documents were written by the very poorest in society. What might the point of view of a poor farmer or debt slave be? What about a women? Why do you have to guess (i.e. why don’t we have a document from that point of view)? If you guessed it’s because the poor were generally illiterate, you’re right! They also were busy working for a living – not a lot of free time to sit down and write political treatises! Women too, especially in Athens, were generally poorly educated. So how are we going to learn about how society treats them? That’s where our supplementary sources come into play. None of the following sources were meant to be a political commentary, but we can still use them that way!

4. Aristotle on female versus male biology

Who is the Author:

What Social Class is the Author:

What members of society is he talking to:

So what are his biases likely to be:

...The female is, in fact, the female, on account of [an] inability, of a sort, namely it lacks the power to concoct semen... Now, of course, [in conceiving], the female, qua female is passive, and the male, qua male is active...

...Wherever possible and so far as is possible the male is separate from the female, since it is something better and more divine in that it is the principle of movement [energy] for generated things while the female serves as their matter.

...... females are weaker and colder in their nature; and we should look upon the female state as being as it were a deformity, though one which occurs in the ordinary course of nature.
5. A poem by Hesiod on Womankind

Who is the Author: ________________________________

What members of society is he talking to: ________________________________

So what are his biases likely to be: ________________________________

Pernicious is the race; the woman tribe
Dwells upon earth, a mighty bane to men;
No mates for wasting want but luxury;
And as within the close-roofed hive, the drones,
Helpers of sloth, are pampered by the bees;
These all the day, till sinks the ruddy sun,
Haste on the wing, 'their murmuring labors ply,'
And still cement the white and waxen comb;
Those lurk within the covered hive, and reap
With glutted maw the fruits of others' toil;
Such evil did [Zeus] send to man
In woman's form...

6. Xenophon: On Men and Women from *Oikonomikos*, c. 370 BCE

Who is the Author: ________________________________

What members of society is he talking to: ________________________________

So what are his biases likely to be: ________________________________

"She was not yet fifteen years old when she came to me, and up to that time she had lived in leading-strings, seeing, hearing and saying as little as possible. If when she came she knew no more than how, when given wool, to turn out a cloak, and had seen only how the spinning is given out to the maids, is not that as much as could be expected? For in control of her appetite... she had been excellently trained...

... as soon as I found her docile and sufficiently domesticated to carry on conversation, I questioned her to this effect: Tell me, dear, have you realized for what reason I took you and your parents gave you to me? For it is obvious to you, I am sure, that we should have had no difficulty in finding someone else to share our beds. But I for myself and your parents for you considered who was the best partner of home and children that we could get....

God [Zeus] from the first adapted the woman's nature, I think, to the indoor and man's to the outdoor tasks and cares. For he made the man's body and mind more capable of enduring cold and heat, and journeys and campaigns; and therefore imposed on him the outdoor tasks. To the woman, since he has made her body less capable of such endurance, I take it that God has assigned the indoor tasks. Thus your duty will be to remain indoors and send out those servants whose work is outside, and superintend those who are to work indoors...

Who is the Author: ________________________________________________________________

What members of society is he talking to: _____________________________________________

So what are his biases likely to be: __________________________________________________

_______________________________________________________________________________

Let us first speak of master and slave, looking to the needs of practical life and also seeking to attain some better theory of their relation than exists at present....Property is a part of the household, and the art of acquiring property is a part of the art of managing the household; for no man can live well, or indeed live at all, unless he be provided with necessaries. And so, in the arrangement of the family, a slave is a living possession, and property a number of such instruments; and the slave is himself an instrument which takes precedence of all other instruments.....The master is only the master of the slave; he does not belong to him, whereas the slave is not only the slave of his master, but wholly belongs to him. Hence we see what is the nature and office of a slave; he who is by nature not his own but another’s man, is by nature a slave; and he may be said to be another’s man who, being a human being, is also a possession. And a possession may be defined as an instrument of action, separable from the possessor.

But is there any one thus intended by nature to be a slave, and for whom such a condition is expedient and right, or rather is not all slavery a violation of nature? There is no difficulty in answering this question, on grounds both of reason and of fact. For that some should rule and others be ruled is a thing not only necessary, but expedient; from the hour of their birth, some are marked out for subjection, others for rule....Again, the male is by nature superior, and the female inferior; and the one rules, and the other is ruled; this principle, of necessity, extends to all mankind.

Where then there is such a difference as that between soul and body, or between men and animals (as in the case of those whose business is to use their body, and who can do nothing better), the lower sort are by nature slaves, and it is better for them as for all inferiors that they should be under the rule of a master. For he who can be, and therefore is, another’s and he who participates in rational principle enough to apprehend, but not to have, such a principle, is a slave by nature. Whereas the lower animals cannot even apprehend a principle; they obey their instincts. And indeed the use made of slaves and of tame animals is not very different; for both with their bodies minister to the needs of life.

Nature would like to distinguish between the bodies of freemen and slaves, making the one strong for servile labor, the other upright, and although useless for such services, useful for political life in the arts both of war and peace. But the opposite often happens---that some have the souls and others have the bodies of free men. And doubtless if men differed from one another in the mere forms of their bodies as much as the statues of the gods do from men, all would acknowledge that the inferior class should be slaves of the superior. It is clear, then, that some men are by nature free, and others slaves, and that for these latter slavery is both expedient and right...
8. Classical Male statue and Female statues.

A Discus Thrower

The goddess Hera

10. A Classical Greek House Plan
“Who was Augustus?” Imperial Rome

How much of what you read about the past can you really believe? That’s what this reading assignment asks you to consider in dealing with historical bias. The idea behind this is very simple, though strategies for dealing with it aren’t! If you were given the previous paper, you know all about this!

Here’s an example of one kind of bias, AUTHOR BIAS: suppose a new Under 21 nightclub was opening near where you lived and several people wrote editorials to the newspaper about it. What do you think the letter written by a 17 year old who is fond of dancing would say? What do you think the letter written by the 80 year old couple living across the street from the club would say? Which do you think would be biased to present the more positive picture? Negative? If the 80 year old couple said the club would bring terrible traffic and crime to the neighborhood, would you believe them? If the teen said that the club would be totally crime free and not disrupt the neighborhood at all, would you believe her? Would you believe her more if she said that she knew there was a possibility for abuses near and in the club, and advocated strict supervision by the owners and police? Yes? Why? Because it’s not in her (or anyone’s) self interest to lie to make things harder on themselves! If someone says something that goes against their bias, even if it’s just hinted at, you can probably believe it!

The other main kind of bias you will encounter is SOURCE BIAS. Consider the club in the previous example. Suppose the owner of the club really dislikes crowds and loud music, but he bought the club anyway because he thinks it will make money. If he writes an editorial about his business, will that letter to the public say the same thing as the one he writes to his mother about it? No! The private letter he writes for a personal friend or relative will probably reflect more of his feelings, especially if the friend or relative feels the same way. So the reason a document was written will affect what it says too!

Now you have an idea of how bias works. The whole idea is to ask: What’s in it for the author? In what way might he/she be distorting the truth? For whom did he/she write this document, and how will that affect the contents? Only if you know this can you make an educated guess as to what the truth is! The sources for this assignment are different perspectives on Augustus, the first Roman Emperor. What you need to do is the following:

1. Read these accounts very carefully - every word counts! Read about Augustus in your textbook too.
2. Make a list of the what bias each author seems to have and if they say anything contrary to it.
3. Try to determine which aspects of the accounts are believable based on the biases of the authors and common events.

Roman Documents

Res Gestae Divi Augusti, the Deeds of the Divine Augustus, c. 14 CE

In my twentieth year [44 B.C.], acting on my own initiative and at my own charges, I raised an army wherewith I brought again liberty to the Republic oppressed by the dominance of a faction. Therefore did the Senate admit me to its own order by honorary decrees.... At the same time they gave unto me consular rank in voting [in the Senate]; and gave me imperium. The decree ordered me, as propraetor, together with the consuls, should “see to it that the state suffered no harm.” In the same year, too, when both consuls had fallen in battle, the people made me consul and triumvir for the re-establishing of the Republic.

The men who killed my father [Julius Caesar, who adopted his nephew as his son in his will] I drove into exile by due process of law, and then, when they took up arms against the Republic, twice I overcame them in battle.

I undertook civil and foreign wars both by land and by sea and, when victorious, I showed mercy to all surviving [Roman] citizens. Foreign nations that I could safely pardon, I preferred to spare rather than to destroy... The dictatorship which was offered me by the People and by the Senate, both when I was present and when I was absent. I did not accept. The annual and perpetual consulship I did not accept. Ten years in succession I was one of the “triumvirs for the re-establishing of the Republic.”

...By new legislation I have restored many customs of our ancestors which had begun to fall into disuse, and I have myself also set many examples worthy of imitation by those to follow me. Aqueducts which have crumbled through age I have restored, and I have doubled the water [in the aqueduct] called the Marcian by turning a new stream into its course. The Forum Julium and the basilica which was between the temple of Castor and the temple of Saturn, works begun and almost completed by my father, I finished.

Three times in my own name and five times in that of my [adoptive] sons or my grandsons I have given gladiator exhibitions; in these exhibitions about 10,000 men have fought. [Besides other games] twenty-six times in my own name, or in that of my sons and grandsons I have given hunts of African wild beasts in the circus, the Forum, the amphitheaters---and about 3500 wild beasts have been slain.

I have cleared the sea from pirates. In that war with the slaves I delivered to their masters for punishment 30,000 slaves who had fled their masters and taken up arms against the Republic. The provinces of Gaul, Spain, Africa, Sicily, and Sardinia swore the same allegiance to me. I have extended the boundaries of all the provinces of the Roman People which were bordered by nations not yet subjected to our sway....

In my sixth and seventh consulships [28 and 27 B.C.] when I had put an end to the civil wars, after having obtained complete control of the government, by universal consent I transferred the Republic from my own dominion back to the authority of the Senate and Roman People. In return for this favor by me, I received by decree of the Senate the title Augustus, the door-posts of my house were publicly decked with laurels, a civic crown was fixed above my door, and in the Julian Curia [Senate-house] was set a golden shield, which
by its inscription bore witness that it was bestowed on me, by the Senate and Roman People, on account of my valor, clemency, justice, and piety. After that time I excelled all others in dignity, but of power I held no more than those who were my colleagues in any magistracy.

Suetonius (c.69-after 122 CE): The Life of Augustus

55. ....Even when some infamous libels against Augustus were distributed in the Senate-house, he was not disturbed, nor did he give himself much trouble to refute them. He would not so much as order an inquiry to be made after the authors; but only proposed, that, for the future, those who published libels, or lampoons, in a borrowed name, against any person, should be called to account.

56. ...Whenever he attended at the election of magistrates, he went round the tribes, with the candidates of his nomination, and begged the votes of the people in the usual manner. He likewise gave his own vote in his tribe, as one of the people. He suffered himself to be summoned as a witness upon trials, and not only to be questioned, but to be cross-examined, with the utmost patience. In building his Forum, he restricted himself in the site, not presuming to compel the owners of the neighboring houses to give up their property. He never recommended his sons to the people, without adding these word: “if they deserve it.”

He was desirous that his friends should be great and powerful in the state, but have no exclusive privileges, or be exempt from the laws which governed others. When Asprenas Nonius, an intimate friend of his, was tried upon a charge of administering poison Augustus consulted the Senate for their opinion of what his duty was under the circumstances; “For,” said he, “I am afraid that if I should stand by him in the cause, I may be supposed to protect a guilty man; and if I do not, to desert a friend.” With the unanimous concurrence of the Senate, Augustus took his seat among Nonius’ advocates for several hours, but without giving him the benefit of speaking to character, as was usual.

57. How much he was beloved for his worthy conduct in all these respects, it is easy to imagine. I say nothing of the decrees of the senate in his honor, which may seem to have resulted from compulsion or deference. The Roman knights voluntarily, and with one accord, always celebrated his birth for two days together; and all ranks of the people yearly, in performance of a vow they had made, threw a piece of money into the Curtian lake, as an offering for his welfare. They likewise, on the calends [first] of January, presented for his acceptance new-year's gifts in the Capitol, though he was not present. With these donations he purchased some costly images of the Gods, which he erected in several streets of the city... When his house on the Palatine hill was accidentally destroyed by fire, the veteran soldiers, the judges, the tribes, and even the people, individually, contributed, according to the ability of each, for rebuilding it; but he would accept only of some small portion out of the several sums collected, and refused to take from any one person more than a single denarius [silver penny]. Upon his return home from any of the provinces, they attended him not only with joyful acclamations, but with songs. ..

58. The whole body of the people, upon a sudden impulse, and with unanimous consent, offered him the title of FATHER OF HIS COUNTRY. It was announced to him first at Antium, by a deputation from the plebs, and, because he declined the honor, again on his return to Rome... The senate soon afterwards adopted the proposal, not in the way of acclamation or
decree, but through a speech given by Valarius Messala. Messala, speaking for the whole Senate, said, "With hearty wishes for the happiness and prosperity of yourself and family, Caesar Augustus, (for we think we thus most effectually pray for the lasting welfare of the state), the senate, in agreement with the Roman people, salute you by the title of FATHER OF HIS COUNTRY." To this compliment Augustus replied, with tears in his eyes, in these words (for I give them exactly as I have done those of Messala): “Having now attained my greatest wishes, O Senators, what else have I to beg of the Immortal Gods, but the continuance of this your affection for me to the last moments of my life?"

P. Cornelius Tacitus, *Annals* (after C.E. 117)

When, after the destruction of Brutus and Cassius, there was no longer any army of the Commonwealth, when Pompeius was crushed in Sicily, and when, with Lepidus pushed aside and Antonius slain, even the Julian faction had only Caesar left to lead it, then, dropping the title of triumvir, and giving out that he was a Consul, and was satisfied with a tribune's authority for the protection of the people, Augustus won over the soldiers with gifts, the populace with cheap corn, and all men with the sweets of repose.

And so he grew greater by degrees, while he concentrated in himself the functions of the Senate, the magistrates, and the laws. He was wholly unopposed, for the boldest spirits had fallen in battle, or in the proscription, while the remaining nobles, the readier they were to be slaves, were raised the higher by wealth and promotion. Thus, aggrandized by revolution, they preferred the safety of the present to the dangerous past. Nor did the provinces dislike that condition of affairs, for they distrusted the government of the Senate and the people, because of the rivalries between the leading men and the rapacity of the officials, while the protection of the laws was unavailing, as they were continually deranged by violence, intrigue, and finally by corruption.

Augustus meanwhile, as supports to his despotism, [appointed his relatives to high positions]. He raised Claudius Marcellus his sister's son to the pontificate and aedileship while still a mere stripling. He raised Marcus Agrippa, a man of humble birth, a good soldier, and one who had shared his victory, to two consecutive consulships and he also accepted him as his son-in-law. Tiberius Nero and Claudius Drusus, his stepsons, he honored with imperial titles.... [H]e had admitted the children of Agrippa, Caius and Lucius, into the house of the Caesars and, before they had yet laid aside the clothing of boyhood. He most fervently desired, with an outward show of reluctance, that they should be entitled “princes of the youth,” and be consuls-elect. ...And Augustus had appointed Germanicus, Drusus's offspring, to the command of eight legions on the Rhine, and required Tiberius to adopt him, although Tiberius had a son, now a young man. He did it that he might have several safeguards to rest on. He had no war at the time on his hands except against the Germans. At home all was tranquil... there was a younger generation, sprung up since the victory of Actium, and even many of the older men had been born during the civil wars. How few were left who had seen the Republic! Thus the State had been revolutionized, and there was not a vestige left of the old sound morality ... while Augustus in the vigor of life, maintained his own position, that of his house, and the general tranquillity.

Letters from Cicero and others about Augustus (Octavius)

*Cicero to Atticus Apr. 22, 44 B.C.*
....With us here, full of respect and full of friendship, is Octavius, whom his own people greet as Caesar; but [his host] does not, and so we do not either. That I deny to be possible for a Good citizen. So many stand around us, who even threaten our friends with death....What do you judge [will happen], when the boy comes to Rome, where our liberators are not able to be safe? They, indeed, always will be famous, and in the consciousness of their deed even happy. But we, unless I am deceived, shall fall flat....

**Cicero to Atticus Jun. 9/10, 44 B.C.**

....In Octavian, as I have seen clearly, there is enough innate [ability], enough spirit; and he seems, towards our "heroes" to be as favorable as we would wish. But how much we must trust his age, his name, his heritage, his bringing up—this is a great subject for planning. His father-in-law thinks [that Octavian is to be trusted] not at all....But nevertheless, he must be nourished, and, if nothing else, from Antony disengaged....

**Cicero to Atticus Nov. 2, 44 B.C.**

....On the 1st, in the evening, a letter for me, from Octavian. Great things are undertaken!....Clearly he looks for this, that with himself as leader war be waged against Antony. And so I see that in a few days we shall be in arms. Whom, however, are we to follow? See his age, see his name! And he demands of me, first, that he secretly confer with me....This indeed is childish, if he thinks it can be done secretly....

**Cicero to Brutus Apr. 21, 43 B.C.**

....Of Caesar, truly a boy, marvelous is the innate quality of his manliness! If only so easily now that he is flourishing due to his office and his patronage I could direct and hold him, as easily as so far I have held him! This is wholly a more difficult thing, but nevertheless I have not lost faith; for the young man is persuaded—and mostly by me—that by his work we have been saved. And certainly, unless he had turned Antony off the city, all would have been lost....

**Brutus to Cicero May 15, 43 B.C.**

....Beyond your prudence—which you have in abundance—nothing from you is asked for except moderation in the giving out of high offices. All other things you have so much that with those of anyone you like of the ancients your good qualities could be compared: this one thing, from a grateful and generous spirit begun, is asked for: a more cautious and a more moderate generosity. For in no way ought the Senate to give to anyone what for those thinking in an evil way might provide an example or an advantage. And so I fear, concerning the consulship, lest that Caesar of yours think that he has climbed up so high, by your decrees, that from there—if he is made consul—he might not climb down.

... Therefore I will praise your affability and foresight when I begin to hold myself that convinced that Caesar will be content with such extraordinary honors as he might get....Would that you were able to see my fear about that man!....

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“Dead Like Me” Medieval Coroners Reports

The documents we’re going to be using for this assignment are a little strange. They consist of records of how people died in England in the 14th century. Why are we looking at coroner’s reports? Not so much because we’re interested in how people died, but in how they lived – and what they were doing when they died can give us clues into their lives.

These documents are also useful for another reason: they give us insight into what the generally illiterate lower classes were doing. All the people you’re going to be reading about here are peasants (although be the 14th century, many of them have become free peasants rather than serfs). These peasants aren’t going to write books or compose laws. The only sources we have that tell us specifically what was going on in these people’s lives are usually legal records like these coroner’s reports (other legal sources include wills and court cases). So these documents, if used as Social Histories to give us information about people’s daily lives, are very revealing. A scholar named Barbara Hanawalt has written several whole books on people’s lives using these reports – and now it’s your turn to give it a shot!

Consider what each coroner’s report tells you about what the deceased was doing at the time of their death. Ask what you know about the person’s age and sex and so forth. Consider also where the individual was and what their physical surroundings must have been like. If a building or structure is mentioned, is it sturdy? If the landscape is mentioned, does it seem well lighted? Do you get the impression that ponds and rivers were set off with fences? Do you get any impressions of how people interacted in these reports? Suggestions of group activities? Social violence (this latter may be exaggerated due to the nature of the records!)?

NOTE: Don’t let the rather stilted language of the reports confuse you – they are legal documents translated from Latin. You will quickly come to see the relevant details as you read carefully through them! Remember to focus on details of people’s lives, not deaths! One way to do this is make sure each paragraph’s topic sentence says something about life!

Now on to the sources.....

The following are excerpts from a Coroner’s report for Wiltshire, England. The coroner was not a medical specialist. He was a member of the gentry (upper class) who, in the service of the king, traveled around the county and investigated suspicions deaths by questioning locals about the events. He would empanel a jury of leading villagers to answer his questions, and that’s who is giving testimony in each case below: They are not experts, but did research what happened. The
1. The jury says by their oath that it happened at Fisherton on 25 April, 1341, that Alexander Segyn wounded himself in the throat with a knife, in the hour of Matins, and died on the next day.

2. The jury says by their oath that it happened at West Ashton on 15 May, 1341, that Nicholas Malyne went to a certain pond in order to draw water with a bowl and fell into the pond and was immersed and immediately died.

3. The jury says by their oath that it happened at Bishopstrow on 28 May, 1341, that Agnes Router of Heytesbury was going to the tavern by the mill pond of the lady Abbess of Labot and, inebriated, turning her back towards the large pond, she fell in and was drowned and died immediately.

4. The jury says by their oath that it happened on 2 June, 1341, at Brixton Deverill, in the 1341, that Edith, the aforesaid daughter went to a certain pond across from the yard of William Venesa in the King’s road and there fell in the aforesaid pond and was immersed and immediately died.

5. The jury says by their oath that it happened at Horningsham on 22 October, 1341, that William Rossel went to Horningsham with a farm horse and from there he loaded a cart with heath. And the aforesaid William left his cart standing in the road and went to the house of Thomas Just. Richard Leffelane, going to Maydonebradeleye, seeing the cart standing in the road, took the halter of the horse leading the cart in his hand, and he wished to have led the cart (out of the roadway) and by misfortune the cart fell on top of him and thus he died.

6. The jury says by their oath that it happened on the night of 5 November, 1341, in the hour of midnight that John le Muleward of Tynyde and Richard le Pryns of Stockton together with other unknown thieves, went to the house of William le Cormangere and feloniously broke [in] and entered the house. And they destroyed goods of William’s valued at 100 shillings, namely wool cloth and other merchandise. And they feloniously killed the same William, namely by wounding him in the chest with a knife. However, he lived until the next day and had the rites of the church.

7. The jury says by their oath that it happened at Mere on 14 December, 1341, that John Bryggman, was going to Denellyngewode with two oxen and a cart loaded with wood. With wind overcoming it, the aforesaid cart fell on top of him. He died immediately by virtue of that and no other means.

8. The jury says by their oath that it happened at Great Cheverell on 13 February, 1342, that John Deles, a boy of two years, was living in the house of John Deles, his father. And in that same place was a certain metal pot standing over the fire on a defective tripod full of boiling beans. And the young boy, was going to the pot and beans with a spoon, wishing to draw [some out], and by misfortune the pot with beans fell over on top of him and thus he was burned so that he died.

9. The jury says by their oath that it happened at Cnoelhodiern on 11 March, 1342 that Thomas Cole was digging in a certain marl pit of the Abbess of Wilton and in that same place a certain part of the clay fell on top of him by which he died.

10. The jury says by their oath that it happened at the Stodlegh on 21 April, 1342, that William, son of John Talebot, age 11, was going to his father’s fields, collecting flowers by a certain water-filled ditch and, by misfortune, he fell in that same ditch and was thus immersed, by which he died and no other.

11. The jury says by their oath that it happened in a field of Wroxale near Langemede 18 June, 1342, that Henry son of Nicholas le Clerk, age 14, was leading a horse of his father’s to pasture, and in that same place he took a rope and tied the horse around the neck to his own right foot and the horse was startled by a certain flying bird, and that aforesaid Henry was drug all the way to a certain place called le Sonde, by which he died.

12. The jury says by their oath that it happened at Sutton Mandeville in the park of the lord Thomas West, on 30 September, 1342, that Henry Cole climbed on a branch of a certain fallen oak
tree and by misfortune the aforesaid oak tree rolled over on top of him and thus he was crushed, by which he died. However, he lived for the next six days and had the rites of the Church.

13. The jury says by their oath that it happened at Mayden Bradley on the night of 22 January, 1343 that Agnes Bogwulle was lying in her house, in her bed, near a certain weak wall of clay and by misfortune the aforesaid wall fell on top of her, by which she was crushed and thus died.

14. The jury says by their oath that it happened at the aforesaid Sutton Mandeville on 22 May 1341, that William atte Marsche made a well in the yard of John le Deye. Because of a lack of air in a certain area in the aforesaid well, he died a sudden death.

15. The jury says by their oath that it happened at Westwood on 28 October, 1341, that Alice Saleman went to the tavern of Ellis Phelpes of Westwood in the King’s highway, towards Roghley. And in that same place she fell over and died a sudden death.

16. The jury says by their oath that it happened at Eston on the night of the Saturday next after the Feast of Saint Lucy in the year mentioned above [15 December, 1341], that the Alice, wife of William Dany, was going to a certain well in the yard of the aforesaid William Dany with a jar to draw water and there fell into the aforesaid well and was drowned and died immediately.

17. The jury says by their oath that it happened on 3 May, 1342 that Thomas Papelon Sr., William Chobbe, Roger le Pyg and John Elisaundra of Tuddrigton made an assault on John, son of Robert Werdure, and struck him in his head with a stick and wounded him badly. He [John] fled from the town of Heytesbury as far as Fennyston, and in that same place died from the aforesaid cause. And the jurors say that Thomas Papelon Jr. was an auxiliary, and consented to the death of John.

18. The jury says by their oath that it happened at Stockton on 23 February, 1343, that Elena, the wife of Geoffrey le Hordere, who was inebriated and not in possession of her mind, was coming from the tavern toward her house, and went to a ditch of water, wishing to wash her feet. And by misfortune she fell in the aforesaid ditch, was drowned, and died immediately.

Below is an example of how Barbara Hanawalt (from *Growing Up in Medieval London*, Oxford University Press, 1993, pp 65 and 78). used the death reports to get at people’s lives. Look at what she learned from these reports!

“By their second and third years, children were walking and investigating their surroundings. A could of London coroner’s inquests give us some picture of city children’s play, which was not unlike that of their rural cousins... Three year old Petronilla, daughter of William de Wyntonia, played in the street outside her father’s home. One day in August, 1301, a groom riding a spirited horse belonging to a London clerk ran her down because he could not control the horse. Margery, three and a half, daughter of Adam Lopechaunt, was wandering outside one day in January 1339 when she entered the house of John le Iryssman, perhaps seeking warmth, and fell into a vessel of hot water....

.... Many of the games were unorganized, with the children taking the opportunities that lay in their parish to create diversions. They played ball and tag ran races.... John atte Noke fell to his death when he climbed out a window to retrieve a ball that had landed in the gutter when he was playing. Richard, son of John de Botulph would have done well to... get home in daylight, for he went to a wharf on the Thames at Vespers in October, fell in the river, and drowned...”
“Sex, Lies, and Medieval Manuscripts” Medieval Europe

What is medieval literature? Stories about knights in shining armor and damsels in distress? Yes, some of that, and lots of religious stories too, designed to teach Christian values to the reader. But there’s a side to medieval literature that seems very modern too! Let’s look at a few examples that are probably not what you think of as ‘medieval,’ as well as the more expected romance.

Money, Money

This first piece is a protest song lamenting the power of money.

Money, money, now have good day!  
Money, where have you been?  
Money, money, you go away  
And will not stay with me.

Money to increase, selling never to cease  
With many a subtle ruse  
Men say they would, for silver and gold  
Their own fathers beguile.

Above all thing thou art a king,  
And rule the world everywhere  
[Anyone] Who worships you, all joy,  
Will soon from him fall!

Well I know and  
I have heard often times told,  
Priests use their benefice  
For money to buy and sell.

In every place you give comfort  
Great joy, sport, and prosperity  
When money is gone, comfort is none,  
But anxiety, sorrow, and care.

The beggars also in every street  
Lie wallowing by the way;  
They beg, they cry, often they come by,  
And all is but for money.

In the king’s court, where money does gather  
It makes the gallants to swagger  
And to wear gorgeous gear  
And their caps to set jauntily on their heads.

No matter what degree (status) so ever he be,  
No matter what learned skills he have  
If he lacks money yet men will say,  
That he is nothing but a knave.

Letters from the Medieval University

Oxford and other medieval universities provided generic form letters for students to use in asking parents for money. Here’s an example, followed by a letter from a parent to a student in a French university explaining why the money was NOT going to be sent!

B. to his venerable master A., greeting. This is to inform you that I am studying at Oxford with the greatest diligence, but the matter of money stands greatly in the way of my promotion, as it is now two months since I have spent the last of what you sent me. The city is expensive and makes many demands; I have to rent lodgings, buy necessaries, and provide for many other things which I cannot now specify. Wherefore I respectfully beg your paternity that by the promptings of divine pity you may assist me...

To his son G. residing at Orleans, P. of Besançon sends his greetings... It is written, “He also that is slothful in his work is brother to him that is a great waster.” I have recently discovered that you live dissolutely and slothfully, preferring... play to work and strumming the guitar while others are at their studies, wherefore you have read but one volume of law while your more industrious companions have read several.³

“Viola and Her Lovers”

³ From Jackson Spielvogel, Western Civilization, Wadsworth/Thompson Learning, 2000, p. 275
This story is what we call a fabliau. It is the sort of story middle and lower class residents of the villages and towns would tell. These stories are typically about beautiful and unfaithful young women who cheat on their staid or elderly husbands. They make fun of the peasants out in the countryside. This particular story comes from Italy and influenced Geoffrey Chaucer’s Canterbury Tales, which took the fabliau and made it more accessible to the upper classes. These stories are very much like a baudy modern sit-com.⁴

A year ago last January there was a good wood-worker in Naples, whose trade consisted solely in making wooden shoes. He rented a house next to the saddlers' quarter in a nice little spot behind the old mint and had a wife who was charming and very beautiful. Young as she was, she was not at all averse or disdainful to the suits of her almost countless lovers. There were in this large number of lovers, three men whom the young woman (Viola by name) favored and loved above the others. The first was her neighbor the smith, Mauro, the second a Genoese merchant, and the third a friar (though I don't remember his name and order, I know he was an expert lover and notorious adventurer). She had promised all three of these privately that she would satisfy their desires as soon as her husband spent a night away from home. Now it happened that not many days passed before her husband went on a trip with a jackass loaded with unfinished wooden shoes in order to have them polished, as he was accustomed. Since he was obliged to remain on this business until the following day, all three hopefuls expected to spend the night with Viola.

Though each of them made his own preparations, the first to appear on the battlefield at the door of our Viola, perhaps because he was the most ardent lover, was the Genoese. He asked her sweetly to await him that night with dinner and lodging, making her the most extravagant promises, as is the custom in such arrangements. Viola, without further delay, told him to come at eight or nine that night so as not to be seen by anyone in the neighborhood. The Genoese replied joyfully, "Farewell in God's name!" And leaving her he went off hurriedly to the Loggia, or perhaps it was the Pendino, and bought two extra-large chickens -- big, white, and fat -- and together with fresh bread and several excellent wines had them sent secretly to the young woman's house.

Now when the friar had celebrated the divine offices, he was eager for the Viola's company; and hurrying at top speed through the streets, like a famished wolf attacking some sheep strayed from the flock, he arrived at Viola's house. He called out to her and told her that he had every intention of coming in to spend the night with her. Viola, who would not have deceived the Genoese merchant for anything, but who knew that the friar was bold and very insistent, had no mind to

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refuse him satisfaction and was so confused that she did not know what to do. Still, as befits a prudent woman, it suddenly occurred to her how to make suitable provision for all contingencies and she replied pleasantly to the friar that she was at his disposal, but that he should not come before eleven o'clock because a little relative was staying with her and would not be asleep until that time, and with this satisfaction he should take his leave quickly in God's name. The friar, seeing that he had been received and caring for nothing else, said he would do as she wished and went on his way.

The smith, who had been in the customs house until late, busy with the release of some iron, found Viola at her window on his way home and said to her, "Tonight when your husband is out, you can make me welcome, and it will be well for you if you do, for if you do not, you may be sure that I will upset any other plans of yours." Viola, who loved him well and feared him not a little, thought that indeed there was time enough during the long night to attend to all three customers; and having found a way with the first two, she proposed to make delivery to the third as well, though he came last. She said to him, "Dear Mauro, you know how disliked I am in this neighborhood and how all the women (with good reason) are trying to get rid of me; some of them spy on me even in the middle of the night. But to prevent my being caught in their snares wait until dawn, at the hour you are accustomed to get up, and signal to me to let you in. We can be together for a short while this first time and later we will find a better way." The smith, seeing that she had plausible reasons and that he had achieved his purpose, was satisfied with the arrangement without further ado.

At nightfall the Genoese secretly entered Viola's house, but though he was given a joyous reception and many kisses, still his sluggish nature did not permit him to satisfy his fleshly appetites without the warmth of a bed and other inducements. He mounted his 'steed' and began to go through his paces, since the capons were slow to roast either from a lack of heat or for some other reason. Meanwhile the young woman was all anxiety, fearing to be anticipated by the second course before she had savored the first. Ten o'clock had already struck and their dinner was not even begun. At this point they heard a knock at the door. The Genoese was much alarmed and said, "Alas! I believe someone is knocking at the door." The young woman replied, "That's true and I am very much afraid it's my little friar, but never fear, I will make sure that he doesn't see you. So climb out the window and sit down on this little window-box full of plants until I see who it is and what he wants, and I'll send him away quickly." The Genoese, more timorous than hot with love, and despite the fact that a fine rain was falling whipped by such a cold wind that many people would have considered it snow, did exactly what Viola told him. She locked him out and, having guessed who
was knocking, she hid the dinner and went to the door. She found that it was the importunate friar
and, somewhat confused, said to him, "You have come too early and have not followed the
directions I gave you; poor me, whom you would see dead rather than wait a little while." And with
these and other similar words she let him in. Once inside, and without any kissing such as the
Genoese had used, he was so avid that he did not even lock the door, but gave her plenary
absolution on the spot, not by the authority vested in him by his superior but by the authority
granted by his own potent nature. Viola thought that this was enough to satisfy him and sent him
on his way, but instead he went upstairs. Bolting the door, she followed him up the stairs and said,
"Be off for the love of God; my little relative is not asleep yet and he is sure to hear you." The friar
took no notice of what she said, entered, found the fire still hot, warmed himself a little, and
embracing Viola once again began a new dance with a pleasanter melody than the one the poor
Genoese made with the chattering of his teeth in the bitter cold. The latter saw everything through
the cracks in the window and the reader may judge for himself how he was afflicted with chagrin,
with the fear of being detected, and with the terrible cold. He was about to jump down several
times, but it was too dark for him to judge the height and he continued to wait in the hope that the
friar, who had gotten more than his due and whom the young woman repeatedly asked to leave,
would go away. But the friar was kindled by the pleasure of the beautiful girl and did not let Viola
out of his arms, since he knew a number of new dance steps to teach her (and the Genoese as well,
who looked on with no particular pleasure) and had decided not to leave until daylight drove him
away.

Thus he stayed until four o'clock and heard the smith, Mauro, making a commotion at Viola's
door with the agreed signal. Turning to the young woman he said, "Who is knocking at your door?"
She replied, "It's that continual nuisance, my neighbor the smith, whom I haven't been able to get
rid of with good words or bad!" The friar, who was a practical joker, suddenly got an idea for a new
bit of fun; he quickly went out to the door and with a very high-pitched voice, as if he were Viola, he
said, "Who is it?" The other replied, "It's me, don't you recognize me? Open up, I beg you, I'm
sopping wet." The friar said, "Alas, I can't open the door because it would make so much noise that
there would be a scandal." The smith could not get out of the rain and entreated her to open the
door because he was burning with love for her. The friar, who took great pleasure in putting him off
in order to get him completely wet, said, "My love, give me a little kiss through this crack, which is
large enough, while I see if I can get this cursed door open quietly." The smith believed him and, all
agog, made ready for the kiss. The friar, who in the meantime had let down his trousers, stuck out
his behind. The smith, who thought he was kissing Viola's sweet lips, immediately realized by both
touch and smell what it really was and decided that this was another hunter who, quicker than
himself, had bagged the game and then mocked him this way. Having suffered such a disgrace, he
straightway determined not to let it pass unavenged and, pretending to smack his lips, he said, "My Viola, while you are seeing how to open the door, I will go after a cloak because I can no longer stand the rain." The friar replied, "Go in God's name and return quickly" -- at the same time laughing with the young woman so hard that they could hardly keep their feet.

The smith entered his workshop, quickly forged an iron rod into a spit and let it heat well. With this he returned to carry out his plan for gaining entrance. One word led to another and the smith said, "Kiss me again." The friar, who was quicker than a monkey to take advantage of this turn of events, immediately proffered him the usual orifice. Mauro took the red-hot iron in his hand and with it carefully delivered a thrust hard by the dark valley so that it went in almost a hand's breadth. The friar, feeling the fierce blow, uttered a yell that echoed from the high heavens and kept on roaring like a wounded bull. All the neighbors were roused and came to the windows with lights in hand, and each asked the reason for such a disturbance.

When the wretched Genoese, who was so frozen that little more was left for him but to end his days there turned into ice, heard such a clamor and saw so many lights in the neighborhood and realized that dawn was approaching, he finally-resolved to jump down so as not to be found there like a thief caught red-handed. Summoning up his courage and commending himself to God, he jumped. And fortune smiled so kindly on him that when he landed, he struck a rock with his foot in such a way that he broke his leg in several places. Overcome by the fierce pain no less than the friar, he was forced to vent his woes in a loud voice. The smith, attracted by the noise, found and recognized the Genoese, and seeing the reason for his screams, he took a little pity on him and with the help of his apprentice and with no little difficulty they carried him to the workshop. The smith, when he learned from him the whole story and what had happened, and who the friar was, went outside and silenced the commotion among the neighbors, saying that two of his apprentices had been at each other's throats. When all was quiet, Viola, as the friar desired, called softly for the smith, who entered the house and found the friar half dead. After much discussion Mauro and his servant put him on their shoulders and took him to his monastery. Then they returned and took the Genoese back to his lodging on an ass. But the smith himself reentered Viola's house at dawn and when they had eaten the capons together and otherwise completely satisfied their desires, he merrily returned to wielding his hammer. And thus Master Mauro, though he came last, left his rivals disgraced, injured, and in pain.
“In the Tavern” From the 13th c. Carmina Burana

The Carmina Burana is a 13th c. collection of songs written in Latin and Old High German. It was found in a monastery and is typical of what we call 'Goliard poetry.' The Goliards were university students and other young clerics.

When we are in the tavern, we do not think how we will go to dust, but we hurry to gamble, which always makes us sweat. What happens in the tavern, where money is host, you may well ask, and hear what I say.

Some gamble, some drink, some behave loosely. But of those who gamble, some are stripped bare, some win their clothes here, some are dressed in sacks. Here no-one fears death, but they throw the dice in the name of Bacchus.

First of all it is to the wine-merchant that the libertines drink, one for the prisoners, for the living, four for all Christians, five for the faithful dead, six for the loose sisters (nuns), seven for the footpads in the wood, Eight for the errant brethren, nine for the dispersed monks, ten for the seamen, eleven for the squabblers, twelve for the penitent, thirteen for the wayfarers.

o the Pope as to the king they all drink without restraint.

The mistress drinks, the master drinks, the soldier drinks, the priest drinks, the man drinks, the woman drinks, the servant drinks with the maid, the swift man drinks, the lazy man drinks, the white man drinks, the black man drinks, the settled man drinks, the wanderer drinks, the stupid man drinks, the wise man drinks,

The poor man drinks, the sick man drinks, the exile drinks, and the stranger, the boy drinks, the old man drinks, the bishop drinks, and the deacon, the sister drinks, the brother drinks, old lady drinks, the mother drinks, this man drinks, that man drinks, a hundred drink, a thousand drink.

Six hundred pennies would hardly suffice, if everyone drinks immoderately and immeasurably. However much they cheerfully drink we are the ones whom everyone scolds, and thus we are destitute.

May those who slander us be cursed and may their names not be written in the book of the righteous.

The Courtly Romance: The Lais of Marie de France

This is a lai or short poem called “Laustic” or “Nightingale.” We know almost nothing about the woman who wrote this an many other tales. Her name was Marie and she was from France. She was probably from the aristocracy, and wrote these around 1170. She was French, and wrote in Anglo-Norman, probably for the court of Henry II and his family. Her works were widely read, both in the middle ages and still today. This translation was done by Judith P. Shoaf in 1991.

The adventure in my next tale

The Bretons made into a lai
Called “Laustic,” I’ve heard them say,
In Brittany; in French they call
The “laustic” a “rossignol”
And in good English, “nightingale.”
Near St. Malo there was a town
(Somewhere thereabouts) of great renown.
Two knights lived there, no lowly vassals,
In houses that were built like castles.
These barons were so good, their fame
Gave their village goodness’s own name.
One of them had married lately:
Polite and polished, such a lady!
She was wise to her own worth
(--Normal in ladies of high birth).
The other lord was a bachelor,
Famed for prowess and for valor,
Loved by all, for he knew how to live:
Joust a lot, spend a lot, what you have give
Away freely. He loved the wife of his neighbor.
He begged so much, and prayed yet more
--And goodness was his striking feature--
So she loved him more than any creature,
Because of the deeds he was famous for,
And because he lived in the castle next door.
Wisely and well they loved, these lovers;
They guarded their love under various covers
And hid it from general sight,
Lest anyone think it not right.
But who’d suspect? Who would suppose...
Their two houses were built so close,
Together they stood, side-by-side,
No bar, no fencing to divide
Tower from tower, hall from hall--
Nothing but one high dark stone wall.
At the window of her bedroom suite
The lady would stand, and, oh! how sweet!
Talking thence with her loving friend
On the other side. They'd often send
Love-gifts flying through the air--
Toss and catch. Those evenings were fair:
Nothing's missing from their pleasure!
They had all they wanted, at their leisure,
Except coming together alone, you know,
And going as far as they'd like to go.
For her man used to guard and restrict
Her when he rode out in the district.
Still, day or night, if either lover
Longed to set eyes upon the other,
They had their hope and their refuge:
No-one detected their subterfuge,
No-one could tell her not to stare
Out her own window--and he'd be there.
Long had they loved each other dear
When there came the summer of one year.
Now woods and meadows are green again,
Orchards in blossom are seen again,
The birdie all his sweet notes showers
In joyous play on the sweet flowers.
A man or woman who loves someone--
Where else would their sweet thoughts run?
To tell the truth about this knight:
That's where his thoughts run, all right;
And the lady, at her window, higher,
Speaks, and looks, only desire.
Nights, when the moon her pale light shed,
When her husband had gone to bed,
The lady rose up from his side,
Wrapped herself in a mantle wide,
Went to stand at the window, true
To her friend waiting there, she knew;
For both their lives were just the same,
They waked all night till morning came.
The rapture of looking made them so glad
(That rapture the only one they had).
She stood there so often, so often got up,
That her lord and master got all [heated] up;
Then he'd ask her to represent
Why she got up and where she went.
"Lord," she said, "That girl or boy
Has never known this good world's joy
Who never heard the laustic's song.
That's why I stand here all night long.
I hear him sing so sweet at night,
It seems to me just pure delight;
I feel pleasure, such longing--I
Need to listen--I can't shut my eye."
He listened to her, every word,
Laughed, cruel, angry, at what he heard.
He made his plan, which must not fail:
He would trap the nightingale.
For every house-servant one task he set,
To fashion a snare, or a trap, or a net.
In the orchard they spread them; no big
Strong chestnut tree nor hazel twig
Lacked some snare or sticky lime.
Of course, they caught the bird, in time.
For every house-servant one task he set,
To fashion a snare, or a trap, or a net.
to us! Look! I caught this bird--
Come here, now! See how my lime glue
Got him! This nightingale kept you
Awake so often, night-long, when
You should sleep in peace. Well, never again!"
The lady listened to her master
Hurt and angry at this disaster.
--Could she have the bird? If her lord willed it?
In a fit of temper her lord killed it.
With both hands the neck he broke
(A vile deed, worthy of churlish folk!)
And at the lady he threw the body,
Getting her chemise all bloody
A little, in front, on the breast.
He left, not waiting to see the rest.
The lady took up the body small.
Weeping hard, she cursed them all,
Those traitors to the laustic
Who made the traps and snares to sneak
Away her joy forever more!
“Alas,” she said, “my love next door!
Never again I'll rise up at night
To stand at the window, to catch a sight
Of my friend as oft I used to do!
I know one thing, as true as true:
When I'm not there, my faith he'll doubt.
This is a problem I must think out.
I'll send my friend this nightingale.
All that's happened, he'll hear the tale.”
The bird she covered with a fold
Of samite, all in precious gold
Embroidered and inscribed.
She called her servant and described
The message and package she wanted to send.
He took both next door to her friend.
The servant came to the knight next door
And greeted him with his lady's favor.
He spoke his piece as she'd bade him speak
And handed over the laustic.
When he'd told the story and shown the bird
The knight, who'd listened to every word,
Was sad as could be at how things had turned out.
No vile churl he, though, no lazy lout:
He ordered the best smith to mold
A tiny vessel, all pure gold
(No iron or steel), and good stones,
Precious ones, expensive ones,
And make a good tight-fitting lid.

Inside, the laustic he hid.
Then he sealed up this reliquary
To ever after with him carry.
This adventure was widely known:
They couldn't hide it for more than a week.
It was sung as a lai by some Breton
And men call it “Laustic.”

That’s the end of the poem. What seems to be missing according to modern standards? What do you think the point of the story was?

Which of these readings could you empathize with the most? Which seemed the most “modern?” What does that tell you about medieval people?
Part V: Useful Printouts
History 101/102 Section _______ , _____________________ Semester

Please PRINT everything except your final signature!

Name : ______________________________      Semesters Completed: ______________

Contact Information:

Home Phone: ____________________ Other Phone: ______________________________

E-mail: _______________________________________________[please print carefully!]

Special Circumstances: _________________________________________________________

____________________________________________________________________________

Why you are taking this course/Your interests: ______________________________________

____________________________________________________________________________

Please Read the Following Academic Honesty. When you have read and understand the
Statement, please sign and date the page where indicated. If you have ANY questions about
the statement, speak to the instructor before signing it. Your signature indicates that you
understand the policy, agree to abide by the policy, and realize the consequences of violating
it.

I, the undersigned, understand that I can not learn from this course if I do not do my own
work. I understand that academic dishonest of any kind is absolutely unacceptable in this
class.

I understand that academic dishonesty includes un-cited copying - both published works
from a book, magazine or electronic source and unpublished material and unpublished
works such as previous years’ papers. It also includes using any work done by other
students or other disallowed resources on a test, talking about test specifics with students
who haven’t taken the exam, or allowing another student to use your work in these ways.

I agree to provide a bibliographic reference for any source I use on a paper (even web
sites), and to cite that source even if I rephrase the author’s ideas in my own words. I
understand that failure to do so constitutes plagiarism.

I agree that, while I may collaborate with other students in preparing to write an exam or a
paper, that all written work must be completely my own, with the exception of brief, cited
quotations from authorized and referenced sources.

I agree not to bring any unauthorized materials to an exam or quiz, and not to look at any
fellow student’s work during the course of an exam or quiz.

I understand that cheating or plagiarizing in any way during this course will have severe
penalties, that at the very least I will receive a zero on the assignment, will lose all extra
credit points and the chance to earn more, and may well fail the course.

Signature: ________________________________________ Date: ________________
Please take a minute to write down the points you earn on each assignment in the corresponding line on this record sheet. This way you will always know how many points you have earned in the class to date. To calculate your points, just add up all the points in the “Points Earned” column and divide that number by all the points you have had a chance to earn so far as listed in the Points Available column. Multiply the result by 100, and check this percentage against the scale at the beginning of the course book.

Extra credit assignments add no points to the “Points Available” column, since they are in addition to the 500 possible base points! You’ll see that there are several extra credit options included below and open to all students who participate, turn in assignments, and put genuine effort into the class. There may be a few more points available as well BUT extra credit can never replace points lost through un-excused absences or failure to do an assignment. Plagiarism will result in the loss of all extra credit points.

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<tr>
<th>Assignment</th>
<th>Points Earned</th>
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History Paper Cover Sheet

All Papers:
- Paper has a clear thesis, thesis is underlined.
- First paragraph contains a brief contextual introduction to the problem (scope, sources) as well as the thesis.
- Paper is divided into paragraphs.
- Each paragraph makes a unified statement, main point of each paragraph is summarized in a topic sentence and each topic sentence is underlined.
- I have printed the paper out, and read it aloud to myself or someone else, looking for type-os, grammatical and spelling errors, and lack of clarity.
- I corrected my errors, then re-printed the paper.
- Paper is stapled with cover sheet in front (unless faxed)
- If paper was submitted by e-mail first due to an emergency, then my e-mail address is ______ printed here (paper will not be graded without a hard copy):
- Paper uses direct quotations from primary and maybe also secondary sources.
- Paper discusses patterns in the sources, giving two or more examples to prove each point or paragraph topic.
- Paper uses concrete factual material from assigned and/or researched modern and historical sources to provide context for logical speculation unless specifically told not to do so.
- All of those outside materials/facts that I used to construct my arguments (quotes and paraphrases) are cited, including textbook, course book, and tutorial material
- All un-cited work is my own, and my own thoughts compose the bulk of my argument.
- Paper does not simply restate the beliefs of other authors without my own analysis of them.
- A bibliography of all sources is included.

And for Rewrites:
- I have talked to the instructor about what aspects of the paper need to be rewritten.
- I have taken the paper to the writing center for assistance if directed to do so.
- Earlier draft(s) with the instructor's comments is/are clipped to the back of the rewrite.

My signature below indicates that I am the author of this paper, I have not plagiarized, and I have done everything needed on the list above in order to avoid rewrites and compose the best possible paper.

Signature:__________________________ Date: ________________

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<th>Essay rubric categories:</th>
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<th>good</th>
<th>fair</th>
<th>poor</th>
<th>absent</th>
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