

# Western Civilization HIST 10A

Spring 2026 Section 01 In Person 3 Unit(s) 01/22/2026 to 05/11/2026 Modified 01/07/2026

In this course, we will explore Western Civilization from its very beginnings to the eve of the modern era. We'll begin in prehistoric times, and from there study the coming and going of civilizations from Ancient Sumer to Medieval Europe. Among questions we'll consider along the way: Why do humans come up with such a variety of ways of organizing themselves? Why did democracy arise in Athens and why didn't it last? What can ancient philosophers tell us about how to live a good life? Why did the Roman Empire fall? How dark were the Dark Ages? How do civilizations deal successfully, or not, with the challenges they face?

The course will involve significant student involvement in every class meeting. Issues will often be framed by a brief lecture at the beginning of class, but class time will be primarily devoted to grappling with key historical questions, whether through in-depth analysis of primary sources, or weighing the evidence presented in the textbook and elsewhere.

## Contact Information

Instructor:	Prof. Allison Katsev
Office Location:	DMH 140
Telephone:	408-924-5508
Email:	allison.katsev@sjsu.edu  Please feel free to e-mail me or come to office hours with any questions you have, big or small!
Office Hours:	Thursdays, 1:30pm-2:30pm  Also via email and by appointment
Class Days/Time:	TuTh 12:00-1:15PM
Classroom:	DMH 164
GE/SJSU Studies Category:	GE Area 4 (Formerly GE Area D)

## Course Description and Requisites

History and culture of Europe; social and political structures; roles of individuals and groups; relationships among ideas, institutions, society and culture; to 1648.

*Satisfies 4. Social and Behavioral Sciences (Formerly Area D).*

**Grading:** Letter Graded.

## \* Classroom Protocols

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You are expected to arrive to class on time. Do not use cellphones, texting, or email in class.

## Course Format

This class will be taught in person. During class, I will introduce material and students will participate in active discussion and analysis of the material.

## Class Communications

Course materials (the syllabus, quizzes, guidelines for assignments) may be found on the course website on Canvas. I will communicate with students by email, through Canvas. You are responsible for regularly checking email for important messages about the class.

## ≡ Program Information

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Welcome to this General Education course.

SJSU's General Education Program establishes a strong foundation of versatile skills, fosters curiosity about the world, promotes ethical judgment, and prepares students to engage and contribute responsibly and cooperatively in a multicultural, information-rich society. General education classes integrate areas of study and encourage progressively more complex and creative analysis, expression, and problem solving.

The General Education Program has three goals:

**Goal 1:** To develop students' core competencies for academic, personal, creative, and professional pursuits.

**Goal 2:** To enact the university's commitment to diversity, inclusion, and justice by ensuring that students have the knowledge and skills to serve and contribute to the well-being of local and global communities and the environment.

**Goal 3:** To offer students integrated, multidisciplinary, and innovative study in which they pose challenging questions, address complex issues, and develop cooperative and creative responses.

More information about the General Education Program Learning Outcomes (PLOs) can be found on the [GE website \(https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php\)](https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php).

## ▮ Course Learning Outcomes (CLOs)

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## GE Area 4 (Formerly Area D): Social and Behavioral Sciences

Area 4 courses increase students' understanding of human behavior and social interaction in the context of value systems, economic structures, political institutions, social groups, and natural environments. Students develop an understanding of problems and issues from different disciplinary perspectives and examine issues in their contemporary as well as historical settings and in a variety of cultural contexts.

The CSU requires students to complete General Education courses in the Social Sciences in at least two different disciplines. Students may meet this requirement by either 1) taking two lower-division Area 4 courses in different disciplines, or 2) taking two lower-division Area 4 courses in the same discipline and an UD 4 (formerly Area S) upper-division GE course in a different discipline.

### GE Area 4 Learning Outcomes

Upon successful completion of an Area 4 course, students should be able to:

1. Demonstrate understanding of the ways in which social institutions, culture, and environment shape and are shaped by the behavior of individuals, both past and present (assessed through passage analysis on midterm and final exam; first group project and individual essay);
2. Compare and contrast the dynamics of two or more social groups or social systems in a variety of historical and/or cultural contexts (assessed through exam essay questions; second group project and individual essay);
3. Place contemporary social developments in cultural, environmental, geographical, and/or historical contexts (assessed through document investigations; passage analysis on midterm and exams; second group project and individual essay);
4. Draw on social/behavioral science information from various perspectives to formulate applications appropriate to historical and/or contemporary social issues (assessed through exam essay questions; second group project and individual essay).

## GE Area 4 Content Requirements

1. Courses shall include fundamental skills necessary to the practice of social science (requirement will be met through assigned readings, material presented by the professor, student in-class activities, document investigations and essay questions on exams.)
2. Courses shall teach students how to practice social science, not just understand what social scientists have concluded (requirement will be met through pedagogy of class, which will focus on active learning and students as co-creators of knowledge, through mini-lectures to set up issues, followed by student activities to analyze evidence and synthesize conclusions and significance, as well as document investigations, exams essays, group projects and individual essays.)
3. Course content shall develop students' analytical skills and understanding of social science in ways that develop the capacity for informed civic engagement (requirement will be met through in-class discussions, exam essays, group projects and individual essays).

## Course Learning Outcomes (CLO's)

In addition to the above GE Learning Outcomes and GE Content Requirements, upon completion of this course, students will be able to:

CLO 1: identify major trends in Western Civilization in the pre-modern, satisfied by the successful completion of textbook chapter quizzes and contextualization of passages assigned in document investigations and exams.

CLO 2: Assess critically the legacies that pre-modern civilizations have left in the modern world, satisfied by the successful completion of group projects and individual essays.

**Writing Practice:** Students will write a minimum of 1500 words in a language and style appropriate to the discipline. To satisfy this requirement, students will write a 2-page paper (minimum 350 words), a 5-page paper (minimum 1000 words), and substantive essays in two timed exams. Students will receive feedback on their writing throughout the semester. In addition, I encourage all students to email me with questions about their writing. I am happy to read students' drafts and meet with them in person or over zoom to give extensive feedback.

**Diversity Goals and Content:** This course will include issues of diversity, equity and inclusion. In this course we will focus on the diverse experiences within Western Civilization. A key goal of this course is to identify and question competing narratives of Western Civilization, in order to recognize how narratives are constructed, who is privileged by these narratives, who is marginalized, and how to deconstruct narratives and systems of oppression. Class discussions will be conducted with a focus on open-mindedness and collaboration.

## Course Materials

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### The West: A Narrative, Volume One: to 1660

**Author:** Frankforter and Spellman

**Edition:** Third Edition, loose leaf

**ISBN:** 9780205241071

**Availability:** Spartan Bookstore or their website

**This book is available as an e-text at** <https://www.pearson.com/store/p/west-the-a-narrative-history-combined-volume/P100003099743/9780205921966>

### Primary Sources for Document Investigations and Group Projects

The links to these documents are provided on Canvas on the daily schedule and in Assignments. You can also find them all under "Files."

## ☰ Course Requirements and Assignments

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### 1) ONLINE CHAPTER QUIZZES DUE BY 11:30 AM ON THE DAY OF THE ASSIGNED READING (10% of grade):

12 online quizzes, 10 questions each, covering each of the chapters assigned in *The West*, available at our course website. The quizzes are open-book. You may use your book and notes, but you can't consult with other students. You'll have 25 minutes to complete the quiz, thus I suggest you read the whole chapter carefully before starting the quiz. Each quiz will be available 10 days before the reading is due, and must be completed by 11:30 am on the day it is due. If you have questions about the correct answers for individual questions, make note of them. I'll be happy to answer such questions after the quiz is due.

Note: You cannot make up a quiz; but the two lowest scores are dropped.

### 2) MIDTERM EXAM, MARCH 3 (15% of grade):

Quote analysis and essays covering the theme of the past weeks. You will be given quotes from primary sources we discussed to analyze in terms of key issues of the class; and you will be given a choice of essay questions based on the "Learning Objectives" at the beginning of each chapter of *The West*. Details about the exam are published under "Assignments" on Canvas, and will be discussed in class. **NO NOTES OR BOOKS, BUT YOU MAY BRING 1 PIECE OF NOTEBOOK PAPER (8x11) WITH HANDWRITTEN NOTES ON BOTH SIDES. YOU'LL TURN THE NOTEBOOK PAPER IN WITH YOUR EXAM.**

### 3) FIRST ESSAY, 2 PAGES (minimum 350 words), (10% of grade)

\* **DUE MARCH 24, AT THE BEGINNING OF CLASS, BRING HARD COPY TO CLASS FOR PEER REVIEW (10% of grade):** Essay on philosopher from the Philosophical Dialogue group projects. In this essay, you will choose one quote from your philosopher to analyze his views. Specific requirements are posted on Canvas and discussed well ahead of time.

\***DUE APRIL 7, REVISED ESSAY, submit on Canvas at 11:30am; put in comments on Canvas a paragraph on what you decided to revise—or not to revise—and why.**

**NOTE:** 5 points will be deducted from your paper grade if you do not bring a draft and participate in the peer review on March 24.

## 5) SECOND ESSAY, DUE 5:00PM ON THURSDAY, MAY 14, AT 5:00 PM ON CANVAS (5 PAGES; minimum 1000 words)(20% of grade):

Essay based on one of the debate topics. For this essay, students will consider how one key aspect of the medieval period represents continuity or a break with the ancient and modern periods. Specific requirements for the second essay are posted on Canvas.

## 4) FINAL EXAM, TUESDAY, MAY 19, 10:45AM-12:45PM, DMH 164 (20% of grade)

Quote analysis and essays covering the theme of the past weeks. You will be given quotes from primary sources we discussed to analyze in terms of key issues of the class; and you will be given a choice of essay questions based on the "Learning Objectives" at the beginning of each chapter of *The West*. Details about the exam are published under "Assignments" on Canvas, and will be discussed in class. NO NOTES OR BOOKS, BUT YOU MAY BRING 1 PIECE OF NOTEBOOK PAPER (8x11) WITH HANDWRITTEN NOTES ON BOTH SIDES. YOU'LL TURN THE NOTEBOOK PAPER IN WITH YOUR EXAM.

## 6) CLASS PARTICIPATION INCLUDING PROJECTS AND DOCUMENT INVESTIGATIONS (25% of grade):

- You should come to class having done the assigned reading.
- For the textbook: Take notes especially on the questions listed as "Learning Objectives" at the beginning of each chapter in the textbook. We'll be discussing these in class.
- Document Investigations due on Canvas at 11:30 am on days we read primary sources: Complete thoughtfully a "Document Investigation" form (form and instructions available under "Assignments" at course website) for each source assigned.
  - You'll get credit for completing each one (partial credit if you complete it late, up until the last day that our class meets).
  - I'll grade one early in the semester to give you feedback, and also at least once more during the semester (Think of this as being similar in function to an occasional "pop quiz").
  - At the end of the semester, I will review all of your document investigations. All of this will be part of your overall participation grade.
  - Because the document investigations require you to interpret documents, you will be graded on thoughtfulness and effort, as well as accuracy.
- Group Projects: There will be two group projects that will involve substantial work over the course of several class meetings. You will be expected to work with the members of your group during class time and communicate with them outside of class to ensure that your group is prepared for the dialogues beginning March 12 and the debates beginning May 5. You will be assessed not only on the final product but on the process by which you got there. Specific requirements are available on Canvas and will be discussed well ahead of time.

## Extra Credit Opportunity

(can raise your final grade by up to 2%): Write a 3-page essay connecting a current news article or item of art or entertainment to issues and events studied in our class. The essay could explore various ways that knowledge of these past eras illuminates your thinking about this current moment. If you're interested in this option, you need to come see me to work out the details. The extra credit is due the last day our class meets, May 7.

## Writing Resources

Students will receive detailed feedback on their writing, and are encouraged to contact me to discuss their assignments at any point, from brainstorming ideas to writing final drafts. In addition, the Writing Center (<https://www.sjsu.edu/writingcenter/>) is an excellent resource for helping students at any stage in their writing. The Center provides group and one-on-one tutoring sessions, workshops on a wide array of writing topics, and online resources like videos and handouts for self-study.

## ✓ Grading Information

### Assessment

Central to the study of Western Civilization is the ability to use methods of the historian to identify, analyze and compare different historical perspectives and systems. Students will be assessed on their mastery of basic information from the textbook through chapter quizzes. A portion of the class grade will be based on thoughtful analysis of a variety of historical sources, which will be assessed through in-class exercises and long-term projects. Students will also be expected to identify, synthesize and compare key phenomena in their essays and exams.

**Grades on assignments will be regularly updated on Canvas. You can always email with questions about your current grade.**

### Weighting of Assignments

Assignment Activity	CLO's Assessed	GELO's Assessed	Percentage of Grade
Exams	1	1, 2, 3, 4	35%
Quizzes	1		10%
Papers	2	1, 2, 3, 4	30%
Participation	1, 2	1, 2, 3, 4	25%

### Policy on Late Work

Students will receive partial credit for Document Investigations turned in late, as long as they are submitted before our last day of class instruction. Late papers will be marked down 1/3 grade for each day late. For example, a B will be reduced to a B- if turned in one day late. I do not grant extensions except in cases of unforeseeable circumstances. If such circumstances arise, you should contact me immediately.

In order to get grades in at the end of the semester, the second paper will not be accepted after the final exam except in truly unforeseeable circumstances. If such circumstances arise, you must contact me immediately.

**Policy on Use of AI Programs:** This is a course that teaches critical thinking and developing arguments based on evidence. Therefore the use of AI programs (such as ChatGPT) is not allowed. Using an AI program to do the thinking for you is plagiarism. Using an AI program as a source that you cite is also unacceptable as AI programs are neither reliable nor do they accurately cite the sources of their information.

Because one way of honing critical thinking is developing one's skills at expressing arguments in writing, **the use of AI writing programs such as Grammarly Pro is not allowed.** Programs that check for basic issues in grammar and spelling (such as the free Grammarly program) are permitted.

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

Anonymized student work might be used in a regular cycle of General Education Program assessment. Students can request to exclude their work from the process by emailing the professor.

## Breakdown

Grade	Range	Notes
A+	97% to 100%	
A	93% to 96.99%	
A-	90% to 92.99%	
B+	87% to 89.99%	
B	83% to 86.99%	
B-	80% to 82.99%	
C+	77% to 79.99%	
C	73% to 76.99%	

Grade	Range	Notes
C-	70% to 72.99%	
D+	67% to 69.99%	
D	63% to 66.99%	
D-	60% to 62.99%	
F	Below 60%	

## University Policies

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

## Course Schedule

When	Topic	Notes
Jan. 22	Introduction: Why study the ancient past?	
<b>PART I: FROM STONE AGE TO THE END OF ROME</b>		
Jan. 27	Piecing together the clues	Be sure to order the book; first reading and quiz will be due next class.

When	Topic	Notes
Jan. 29	Civilizations: Why Bother?	<p>Reading: <i>The West</i>, Chs. 1 and 2</p> <p><b>DUE BY 11:30 AM:</b> Online Quizzes on Chs. 1 and 2 at Canvas</p> <p><b>Note:</b> For all textbook readings, use the "Learning Objectives" at the beginning of the chapter to guide your reading.</p> <p><b>LINKS TO READING:</b></p> <p><a href="https://sjsu.instructure.com/courses/1619855/files?preview=85320621">The West Chapter 1 (https://sjsu.instructure.com/courses/1619855/files?preview=85320621)</a>.</p> <p><a href="https://sjsu.instructure.com/courses/1619855/files?preview=85320601">The West Chapter 2 (https://sjsu.instructure.com/courses/1619855/files?preview=85320601)</a>.</p> <p><b>NOTE:</b> <u>You need to order a copy of our textbook immediately.</u> I'm providing the first two chapters of the textbook here in case some students are waiting for their textbook to arrive.</p>
Feb. 3	Power and Friendship in Ancient Sumer	<p>Reading: "The Epic of Gilgamesh," <a href="https://sjsu.instructure.com/courses/1619855/files?preview=85320610">Excerpts from the Epic of Gilgamesh (https://sjsu.instructure.com/courses/1619855/files?preview=85320610)</a>.</p> <p><b>DUE BY 11:30 AM ON CANVAS:</b> Document Investigation (form and instructions available under "Assignments" at course website)</p> <p>Note: You should type up a document investigation sheet for every primary source you read and submit it on Canvas. I'll grade one early in the semester to give you feedback, and also at least once more during the semester (you can think of these as pop quizzes). I'll also review all of your submissions at the end of the semester.</p>
Feb. 5	Ancient Babylon: What can we learn from law codes?	<p>Reading: "The Code of Hammurabi," <a href="https://sjsu.instructure.com/courses/1619855/files?preview=85320631">Hammurabi's Law Code 1700's BCE (https://sjsu.instructure.com/courses/1619855/files?preview=85320631)</a>.</p> <p><b>DUE BY 11:30 AM ON CANVAS:</b> Document Investigation (form and instructions available under "Assignments")</p>
Feb. 10	War and Peace in Ancient Greece	<p>Reading: <i>The West</i>, Chs. 3 and 4</p> <p><b>DUE BY 11:30 AM:</b> Online Quizzes on Chs. 3 and 4 at Canvas</p>
Feb. 12	Greek Experiments	<p>Reading: Plutarch, "Life in Sparta," <a href="https://sjsu.instructure.com/courses/1619855/files?preview=85320599">Plutarch on Life in Sparta (1st c. BCE) (https://sjsu.instructure.com/courses/1619855/files?preview=85320599)</a>; AND Thucydides, "Pericles Funeral Oration," <a href="https://sjsu.instructure.com/courses/1619855/files?preview=85320619">Pericles' Funeral Oration by Thucydides, c. 420 BCE (https://sjsu.instructure.com/courses/1619855/files?preview=85320619)</a>.</p> <p><b>DUE BY 11:30 AM ON CANVAS:</b> Document Investigation for each source (form and instructions available under "Assignments")</p>

When	Topic	Notes
Feb. 17	The World According to the Greeks	No new reading due. I will introduce the first group project and individual essay on this day.
Feb. 19	Rome: From Republic to Empire	Reading: <i>The West</i> , Chs. 5 and 6 <b>DUE BY 11:30 AM:</b> Online Quizzes on Chs. 5 and 6 at Canvas
Feb. 24	Romanitas: Being Roman	Reading: Livy, "The Rape of Lucretia and the Origins of the Republic," <a href="https://sjsu.instructure.com/courses/1619855/files?preview=85320611">Livy: The Rape of Lucretia and the Origins of the Republic, c. 10 BCE</a> ( <a href="https://sjsu.instructure.com/courses/1619855/files?preview=85320611">https://sjsu.instructure.com/courses/1619855/files?preview=85320611</a> ); AND Polybius, "Why Romans and not Greeks Govern the World" <a href="https://sjsu.instructure.com/courses/1619855/files?preview=85320605">Polybius, "Why Romans and Not Greeks Govern the World," c. 140 BCE</a> ( <a href="https://sjsu.instructure.com/courses/1619855/files?preview=85320605">https://sjsu.instructure.com/courses/1619855/files?preview=85320605</a> ).  <b>DUE BY 11:30 AM ON CANVAS:</b> Document Investigation for each source (form and instructions available under "Assignments")  <b>ALSO: YOU'LL HAVE A FIRST MANDATORY GROUP MEETING TO MAKE IMPORTANT DECISIONS ABOUT THE GROUP PROJECT AND CHOOSE JOBS.</b>
Feb. 26	OPEN OFFICE HOURS—STUDY FOR EXAM/COME IN WITH ANY QUESTIONS	
Mar. 3	Midterm Examination	*analysis of quotes/ essays on themes from reading/lecture/discussion.  <b>Bring 1 large green book. You can also bring one piece of 8 x 11 paper with handwritten notes on both sides.</b> No other notes or books can be used during the exam. Details about the exam are posted on Canvas under "Assignments." We will go over these well before the midterm exam.
<b>PART II: INVESTIGATING ANCIENT ANSWERS TO BIG QUESTIONS</b>		

When	Topic	Notes
Mar. 5	Start preparing for Philosophical Dialogue	<p><b>Reading: Assigned readings by your philosopher.</b></p> <p><b>Post on Canvas Discussion: Contribute to group discussion of philosopher.</b></p> <p>Students will explore in depth major Greek and Roman philosophers. Guidelines and readings will made available and discussed well ahead of time.</p> <p>DO NOT MISS CLASS!</p>
Mar. 10	Preparing for Philosophical Dialogue	<p>Finalize preparations for Philosophical Dialogue</p> <p>DO NOT MISS CLASS!</p>
Mar. 12	Philosophical Dialogue	<p>First day of student presentations.</p> <p>DO NOT MISS CLASS!</p>
Mar. 17	Wrap up of Philosophical Dialogue and the Ancient World	<p>Second day of student presentations</p> <p>DO NOT MISS CLASS!</p>
<b>PART III: THE RISE AND FALL OF MEDIEVAL EUROPE</b>		
Mar. 19	New Civilizations in the Empire: The Rise of Christianity	<p>Reading: <i>The West</i>, Ch. 7, pp. 189-197</p> <p><b>NOTE:</b> no quiz due until March 26.</p>
Mar. 24	WRITING WORKSHOP	<p>Peer Review in Class</p> <p><b><u>DUE AT THE BEGINNING OF CLASS (bring hardcopy to class):</u></b> 2-page essay on philosopher from the Philosophical Dialogue. Guidelines are posted on Canvas and will be discussed well ahead of time (5 points deducted for not bringing draft or participating in peer review).</p>
Mar 26	The Roman Empire Falls Apart?	<p>Reading: <i>The West</i>, Ch. 7, pp. 197-217; ch. 8 (all)</p> <p><b>DUE BY 11:30 AM:</b> Online Quizzes on Chs. 7 and 8 at Canvas</p>
Mar. 31-Apr. 2	SPRING BREAK	

When	Topic	Notes
Apr. 7	Who were the barbarians at the gates?	No new reading; In addition to discussing the day's topic, I'll introduce the second group project and essay.  <b><u>DUE AT 11:30 AM ON CANVAS:</u></b> <u>Revised essay</u> (plus provide in Comment section on Canvas <u>paragraph on what you revised—or decided not to revise and why.</u> )
Apr. 9	Early Medieval Worlds	Reading: "Prologue of the <i>Corpus Juris Civilis</i> ," <a href="https://sjsu.instructure.com/courses/1619855/files?preview=85320632">Prologue of the Corpus Juris Civilis, c. 530</a> ( <a href="https://sjsu.instructure.com/courses/1619855/files?preview=85320632">https://sjsu.instructure.com/courses/1619855/files?preview=85320632</a> ); AND "The Quran," <a href="https://sjsu.instructure.com/courses/1619855/files?preview=85320598">The Quran, 7th c. CE</a> ( <a href="https://sjsu.instructure.com/courses/1619855/files?preview=85320598">https://sjsu.instructure.com/courses/1619855/files?preview=85320598</a> ), AND Einhard, "Life of Charlemagne," <a href="https://sjsu.instructure.com/courses/1619855/files?preview=85320624">Life of Charlemagne (early 9th c.) by Einhard</a> ( <a href="https://sjsu.instructure.com/courses/1619855/files?preview=85320624">https://sjsu.instructure.com/courses/1619855/files?preview=85320624</a> ).  <b>DUE AT 11:30 AM ON CANVAS:</b> Document Investigation for each source (form and instructions available under "Assignments")
Apr. 14	A Medieval Synthesis	Reading: <i>The West</i> , Chs. 9 and 10  <b>DUE BY 11:30 AM:</b> Online Quizzes on Chs. 9 and 10 at Canvas  <b>In addition to discussing assigned material, <u>there will be a mandatory meeting for debate teams to choose jobs and primary sources.</u></b>
Apr. 16	Faith and Reason in the Middle Ages	Reading: Fulcher of Chartres, "Chronicle of the First Crusade" <a href="https://sjsu.instructure.com/courses/1619855/files?preview=85320608">Chronicle of the First Crusade (1100s CE) by Fulcher of Chartes</a> ( <a href="https://sjsu.instructure.com/courses/1619855/files?preview=85320608">https://sjsu.instructure.com/courses/1619855/files?preview=85320608</a> ); AND "Professor Abelard Confronts Bernard of Clairvaux, c. 1140," <a href="https://sjsu.instructure.com/courses/1619855/files?preview=85320615">Professor Abelard Confronts Bernard of Clairvaux, c. 1140</a> ( <a href="https://sjsu.instructure.com/courses/1619855/files?preview=85320615">https://sjsu.instructure.com/courses/1619855/files?preview=85320615</a> ).  <b>DUE AT 11:30 AM ON CANVAS:</b> Document Investigation for each source (form and instructions available under "Assignments")
Apr. 21	From Pestilence to Renaissance	Reading: <i>The West</i> , Chs. 11 and 12  <b>DUE BY 11:30 AM:</b> Online Quizzes on Chs. 11 and 12 at Canvas

When	Topic	Notes
Apr. 23 From Pestilence to Renaissance (cont')		<p>Reading: <i>Flagellants Attempt to Ward Off the Black Death</i>, 1349, <a href="#">Flagellants Attempt to Ward of the Black Death, 1349</a> (<a href="https://sjsu.instructure.com/courses/1619855/files?preview=85320642">https://sjsu.instructure.com/courses/1619855/files?preview=85320642</a>); AND University of Paris Medical Faculty, <i>Writings on the Plague</i>, <a href="#">University of Paris Medical Faculty, Writings on the Plague</a> (<a href="https://sjsu.instructure.com/courses/1619855/files?preview=85320643">https://sjsu.instructure.com/courses/1619855/files?preview=85320643</a>); <b>NOTE: Just read first few pages--stop at "68. The Astrological Cuases of the Plague, Geoffrey De Meaux."</b></p> <p><b>DUE AT 11:30 AM ON CANVAS:</b> Document Investigation for each source (form and instructions available under "Assignments")</p>
<b>PART IV: HOW DARK WERE THE DARK AGES?</b>		
April 28	Start preparing for Scholastic Debate	<p>Students will develop arguments about how key phenomena of the Middle Ages fit (or don't fit) into the history of Western Civilization. Guidelines and readings will be made available and discussed well ahead of time.</p> <p>DO NOT MISS CLASS!</p> <p>[Due April 27, 11:59 pm on Canvas Discussion: analysis of extra primary source and ideas for debate (see guidelines for details)]</p>
Apr. 30	Prepare for Scholastic Debate	<p>Debate teams will practice and refine their plans.</p> <p>[Due April 29 at 11:59 pm on Canvas Discussion: draft of your part of the debate]</p>
May 5	Scholastic Debates	DO NOT MISS CLASS!
May 7	Scholastic Debates and Wrap Up	DO NOT MISS CLASS!
<b>Individual Essay</b> Thursday, May 14, 5:00 pm	Second Essay	<p><b><u>DUE THURSDAY, MAY 14, 5:00PM ON CANVAS</u></b></p> <p>*SECOND PAPER (5 PAGES) based on one debate topic. Guidelines are posted on Canvas.</p>
<b>FINAL EXAM</b> TUESDAY, MAY 19, 10:45AM-12:45PM DMH 164	Final Exam	<p>*quote analysis; essays on themes from reading/lecture/discussion.</p> <p><b>Bring 1 large green book. You can bring an 8 x 11 piece of paper with handwritten notes on both sides.</b> No other notes or books can be used during the exam. Details about the final exam are posted on Canvas and will be discussed in class.</p>