

Villa Victoria Academy
World Cultures Course Curriculum
2014-15

Course Description

World Cultures is an introductory freshman course and is a survey of many cultures including the ancient river valley cultures of Ancient Egypt, Mesopotamia, Ancient India, and Ancient China; the Classical heritage of Western Civilization; Western Europe of the Middle Ages; beyond Europe into Southeast Asia; the Golden Ages of China, Japan, and Korea; the early civilizations of Latin America; and ancient African kingdoms. Major topics of study will include a comparative analysis of Christianity, Judaism, and Islam, patterns of nation-building, the Renaissance, the Protestant Reformation and the Catholic Reformation, and finally, the Age of Discovery, the Age of Absolutism, and if time permits, the Age of Revolution.

In each cultural focus, students are expected to identify important men and women; inventions and technology; analyze the causes of wars and conflicts, and synthesize the connections between politics, religion, and systems of economy. Identifying the characteristics of daily life, settlements, cities, and nation-building, as well as notable developments in the arts and great books will be an essential part of the course. Focusing on these topics will help students to evaluate the similarities and differences of the cultures but also how and why civilizations rise and fall. The approach will be largely chronological.

Texts:

Primary Textbook:

Leinwand, Gerald. *The Pageant of World History*. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1994.

Primary and Secondary Sources:

See Course Curriculum for a list of possible sources. While these may not all be used, they are listed to provide both students and parents a list of possibilities for the unit.

Course Curriculum:

Unit 1: Cradles of Civilization (3 weeks)

A. Early People - The Neolithic Revolution, PreHistory to 500 BCE

Textbook Reading:

Leinwand's Pageant: Chapter 1

Primary Sources:

Selected Primary Visual Sources: cave paintings and Venus statues

Selected Data Sources: archaeological data on early Neolithic sites

Key Concept 1.A.1. Big Geography and the Peopling of the Earth

Key Concept 1.A.2. The Neolithic Revolution and Early Agricultural Societies

Key Concept 1.A.3. The Development and Interactions of Early Agricultural, Pastoral and Urban Societies

B. River Valley Civilizations, (5000 B.C. - A.D. 500)

Textbook Reading:

Leinwand's Pageant: Chapters 2 & 3

Primary Sources:

Selected Primary Textual Sources: Hammurabi's Code, Book of the Dead, Instructions in Letter Writing by an Egyptian Scribe, Sun Tzu's The Art of War, excerpts from Bhagavad Gita

Selected Primary Visual Sources: photographs of Mesopotamian cuneiform and Egyptian writing; lion pillars of Ashoka, Cyrus cylinder, ancient maps.

Selected Data Sources: list of the tablets unearthed by archaeologist of the Assyrian ruler Ashurbanipal's library available by searching the Nineveh Tablet Collection [http:// fincke.uni-hd.de/nineveh/index.htm](http://fincke.uni-hd.de/nineveh/index.htm)

Secondary Sources:

Pritchard, James R., ed. The Ancient Near East: An Anthology of Texts and Pictures, Vol. I and II. Princeton, NJ: Princeton University Press, 1975.

Key Concept 1.B.1. The Development and Codification of Religious and Cultural Traditions (Hinduism, Buddhism, Taoism, & Confucianism)

Key Concept 1.B.2. The Development of States and Empires

Ancient Egypt - Nile River Valley

Mesopotamia - Fertile Crescent (Sumer, Babylonia, Assyria, Persia)

Ancient Babylon & Hammurabi

Hebrews & Phoenicians

Ancient India - Indus River Valley (2500 B.C. - A.D. 500)

Ancient China - Huang River Valley (Yellow River)

Qin & Han Dynasty

Unit 2: Our Classical Heritage (5 weeks)

Western Civilization: Greco-Roman Heritage & Christendom

Classical Era (2000B.C. - A.D. 600) & The Rise of Christendom (4B.C. - A.D. 800)

Textbook Reading:

Leinwand's Pageant: Chapters 4, 5, & 6

Primary Sources:

Selected Excerpts from Ancient Primary Texts:

Aristotle, *Politics*

Plato, *The Republic, The Apology, The Last Days of Socrates: Euthyphro, Apology, Crito, Phaedo*

Herodotus. *Histories*

Hesiod. *Theogony*

Thucydides. *History of the Peloponnesian Wars*

St. Athanasius. *St. Antony of the Desert*

Tacitus. *Annals*.

The New Oxford Annotated Apocrypha

The Holy Bible. New American Standard Version.

Chadwick, John. *Linear B and Related Scripts*;

Livy. *Stories of Rome*

Celsus, *Against the Christians*

A NOTE ON THE USE OF CELSUS: AGAINST THE CHRISTIANS

It was probably during the reign of Marcus Aurelius that the philosopher Celsus wrote the first known pagan attack on Christianity. Origen, a Christian theologian of the third century, deemed this attack on the Christian faith (and Judaism) worthy of a response. Hence, Origen preserved the work of Celsus for future readers. That Celsus wrote this work, and that Origen felt the need to respond, suggests that Christianity

had grown large enough and strong enough to be considered a threat by the Roman powers of that day (c. A.D. 175).

The great complaint that Celsus expressed against the Christians is the same as that expressed against the Jews in earlier centuries. This complaint was that the strict monotheism of the Jews and the idea of exclusive worship given to Jesus by the Christians ran against all the traditions (NOMOI) of humanity. Celsus feared that the Christian rebellion against polytheistic tradition (NOMOS) would ultimately destroy the Roman Empire. Celsus argued that if one ignored the gods, then one would upset those powers that had made Rome great. In this argument, Celsus provides some of our most important evidence as to why diverse Roman authorities persecuted the early Christians.

In addition to this argument against Christianity, there is also positive evidence provided by Celsus. Among the many interesting facts that can be discerned are the basic Biblical doctrines held by the early Christians, such as their belief in the bodily resurrection of Jesus, the Incarnation, the Trinity and, among other orthodox beliefs, the doctrine of salvation by faith as well as an affirmation of four gospels. The evidence from Celsus further indicates divisions between orthodox Christians and early, particularly Gnostic, heretics.

Introducing this text in ninth grade is, to be sure, a difficult task. However, the study of Celsus provides an important lesson in the growth and beliefs of early Christianity as well as the distinct divisions that existed between the Christians and their pagan world. This text allows for greater discussion regarding the idea that Western culture is rooted in both the Judeo-Christian and Greco-Roman traditions.

Key Concept 2.1 The Development of States and Empires

Greco-Roman Heritage
New Types of Government & formation of a Republic
Greek Culture and lasting legacies
War brings change to Ancient Greece
The decline of the Roman Empire

Key Concept 2.2. The Development and Codification of Religious and Cultural Traditions The Rise of Christianity

Unit 3: The Middle Ages (5 weeks)

A. The Middle Ages: from Byzantium to Medieval Society

Textbook Reading:

Leinwand's Pageant: Chapters 7, 8, & 9

Primary Sources:

Selected Excerpts from:

The Koran

The Life of Charlemagne

Magna Carta
Peasant Life during the time of Charlemagne
Saladin's Courage and Steadfastness
The Haj of Mansa Musa
The Black Death in Paris

Selected Excerpts from Medieval Source Book:

<http://www.fordham.edu/halsall/sbook2.asp>

Selected Primary Visual Sources: Byzantine art (Justinian mosaic in the Church of San Vitale) and architecture (Hagia Sophia), Mosque of IbnTulun in Fustat (877), Tomb of the Samanids I Bukhara

Selected Data Sources: tables showing data on conversion to Islam through the 11th century [available through googlebooks via Islam: The View from the Edge by Richard W. Bulliet or on p. 337 of The Earth and Its Peoples, fifth AP edition]

Key Concept 3.A.1. Expansion and Intensification of Communication and Exchange Networks

Europe Revived
Feudal Empire

Key Concept 3.A.2. Continuity and Innovation in State Forms and Their Interactions

The Church as a Powerful Force
Democracy & Capitalism Emerged

Key Concept 3.A.3. Increased Economic Productive Capacity and Its Consequences

Towns Grew as Trade & Commerce Revived
Medieval Learning & Culture Flourished

Key Concept D.4. The Development and Codification of Religious and Cultural Traditions

The Teachings of Mohammed Took Root
The World of Islam

Unit 4: The World Beyond Europe (600 B.C. - A.D. 1700) (3 Weeks)

Textbook Reading:

Leinwand's Pageant: Chapters 10, 11, & 12

Primary Sources:

Selected Excerpts from:

<http://www.fordham.edu/halsall/india/indiasbook.asp#Muslim%20India>

http://www.shsu.edu/~his_ncp/265Read.html

A. India and Southeast Asia

Key Concept A.1. Empires & Conquests

Muslims ruled India for Several Centuries
Mogul Empire

Key Concept A.2. Ancient Traditions & Worldly Contributions

Family was at the center of Indian life
Women in Ancient Indian Culture
The Caste as a ruling influence
Indian Contributions to World Culture

B. Golden Ages in China, Japan, & Korea

Key Concept B.1. Empires & Conquests

China entered a Golden Age
Tang & Song Dynasties
Ming Dynasty
Three kingdoms of early Korea
Yi Dynasty
Yamato rulers of early Japan

Key Concept B.2. Ancient Traditions & Worldly Contributions

Chinese culture based on tradition
Korean heritage distinctive
Japan borrowed political and religious ideas from China
Feudal Society to Shoguns to Samurai Code in Ancient Japan

Key Concept B.3. Regions of Contrasts

Southeast Asia as a region of contrasts

C. Civilizations of Latin America and Africa

Key Concept C.1. Empires & Conquests

Ancient civilizations of Latin America
Mayan Civilization

Aztec Civilization

Western African Empires

Ghana, Mali, Songhai

Eastern Kingdoms

Ethiopia, Zimbabwe, Eastern coastal city-states

Key Concept C.2. Ancient Traditions & Worldly Contributions

Islamic influence on African culture and politics

Key Concept C.3. Regions of Contrasts

Ancient Africa - Land of Variety & diverse Geography

End of 2nd Quarter

Review for Midterm Chapters 1-12

Unit 5: Journey into Modern Times (1000 - 1750) (5 Weeks)

Textbook Reading:

Leinwand's Pageant: Chapters 13, 14, & 15

Primary Sources:

Selected Excerpts from:

A Saxon View of William the Conqueror

Pope Gregory's letter to Henry IV

The Table of a 13th-Century Lord

Niccolo Machiavelli, *The Prince*;

Baldesar Castiglione, *The Book of the Courtier*;

Heinrich Kramer and Jacob Sprenger, *The Hammer of Witches*

Francesco Guicciardini, *The Greatness of Lorenzo de Médicis*

Thomas More, *Utopia*

John Tetzel, *The Spark for the Reformation: Indulgences*
Martin Luther, *Justification by Faith; Condemnation of Peasant Revolt*
John Calvin, *Institutes of the Christian Religion: Predestination*
“Constitution of the Society of Jesus”
Teresa of Avila, *The Way of Perfection*
Peter Paul Rubens, *Loyola and Catholic Reform*

Excerpts from various sources, including:

Argula von Grumbach, letters and other writings;
various Catholic and Protestant illustrations;
Caravaggio, *The Calling of St. Matthew*;
Giovanni Bernini, *The Ecstasy of St. Teresa*;
Catholic and Protestant church architecture

Secondary Sources

John C. Olin, “The Catholic Reformation”;
Steven E. Ozment, “The Legacy of the Reformation”;
Marilyn J. Boxer and Jean H. Quataert, “Women in the Reformation”

Possible Excerpts from various sources, including:

Benedetto Dei, *Florence, 1472*;
Anonymous, *The Wealth of the Church*
Pico della Mirandola, *Oration on the Dignity of Man*;
Marsilio Ficino, *The Soul of Man*;
Vespasiano, *The Rule of Cosimo de’ Medici*;
Girolamo Savonarola, *This Will Be Your Final Destruction*;
Leonardo da Vinci, *The Notebooks of a Universal Man*;
Baldassare Castiglione, *On the Nature and Purpose of Women and Men*;
Desiderius Erasmus, *In Praise of Folly*

A. Nation-Building

Key Concept 5.A.1. Imperialism and Nation-State Formation

Nation-Building began in Medieval Europe
 England and France
 The Hundred Years’ War
Other Nations Formed throughout Europe

B. Renaissance

Key Concept 5.B.1. Increased Economic Productive Capacity and Its Consequences

Modern times begin with the Renaissance

Wealth of powerful merchants in Italy

Trade and contact with other cultures

Advancements in banking and finance

Venice as leader in commerce

Key Concept 5.B.2. Expansion and Intensification of Communication and Exchange Networks

Printing Spread Knowledge

Northern Europe prospered from the Renaissance

Key Concept 5.B.3. Development of Cultural Traditions

Changes in Literature, Art, and Architecture

Florence as the center of Renaissance Culture

Artistry of Renaissance Spirit & Women in the Renaissance

C. The Reformation

Key Concept C.1. The Development of Religious and Cultural Traditions

Tradition and change to religious protest

Luther and the Reformation in the Holy Roman Empire.

Other Protestant Reformations: Calvin, Zwingli, Tudor England.

The Catholic Reformation. Effects of the Reformations on social groups.

Monarchy and the Reformations; religious wars; political aspects.

Europe at the end of the era: evaluating the political and diplomatic status of European states; the status of women, the Catholic Church, Protestantism, peasants, nobility, and the monarchy.

Unit 6: The Age of Discovery (1450 - 1700) (4 Weeks)

Textbook Reading:

Leinwand's Pageant: Chapter 16

Primary Sources:

Selected Excerpts from:

Web Sources:

Columbus and the Age of Discovery

Columbus Navigation Homepage

With maps of the various voyages.

The Discovery of North America by Leif Ericsson, c.1000 from The Saga of Eric the Red, (1387)

Christopher Columbus (1451-1506): **Selections from Journal**, 1492

Christopher Columbus (1451-1506): **Letter to Lord Raphael Sanchez**,

Christopher Columbus (1451-1506): **Letter to King and Queen of Spain**, prob. 1494

Vasco da Gama (1460-1524): **Round Africa to India**, 1497-1498 CE [At this Site]

Amerigo Vespucci (1452-1512): **Account of His First Voyage**, 1497 [At this Site]

Fra Sencino: **Letter to Ludovico Sforza, Duke of Milan, Regarding John Cabot's First Voyage**,
1497

John Cabot (c.1450-1499): **Voyage to North America**, 1497

Ferdinand Magellan's **Voyage Round the World**, 1519-1522

Francis Pretty: **Sir Francis Drake's Famous Voyage Round The World**, 1580

Sir Walter Raleigh (1554-1618): **The Discovery of Guiana**, 1595

Sidi Ali Reis (16th Century CE): **Mirat ul Memalik** (The Mirror of Countries), 1557 CE

Key Concept 6.1. Expansion and Intensification of Communication and Exchange Networks

Factors of Influence on exploration

Portugal and Spain emerge as world leaders in exploration

Key Concept 6.2. Continuity and Innovation in State Forms and Their Interactions

Other States establish empires

Key Concept 6.3. Increased Economic Productive Capacity and Its Consequences

Changes of the Age of Discovery

Unit 7: The Age of Absolutism & Constitutionalism in Western Europe (4 Weeks)

Textbook Reading:

Leinwand's Pageant: Chapters 17

Primary Sources:

Selected Excerpts from: (<http://www.fordham.edu/Halsall/mod/modsbook05.asp>)

Phillip II of Spain (1527-1598): Letters, 1592-1597

Cardinal Richelieu: Political Testament, 1624

Bishop Jacques Bossuet: Political Treatise on Kingship

Louis XIV: Letter to the Town Officers and People of Marseilles, August 26, 1664

Louis XIV: Revocation of the Edict of Nantes, October 22, 1685

James I & VI: A Trew Law of Free Monarchies, excerpts,

Also includes an address to parliament in 1610.

Thomas Hobbes, Leviathan

Charles I Authorizes Sunday Recreations

Richelieu Evaluates the State of the French Monarchy

Richelieu and Louis XIII Demolish Feudal Castles

Parliament Chastises Charles I: The Grand Remonstrance (English Parliament 1641)An

Anonymous Pamphlet Urges Restoration of the Stuart Dynasty (Anonymous 1659)

The English Bill of Rights (Parliament 1689)

Hobbes "Describes the Natural State of War" (1651)

John Locke's Vindication for the Glorious Revolution: The Social Contract (1690)

Key Concept 7.1. Relationship between systems of government and political philosophy

Reasons European governments developed absolutist and constitutional states in the 17th century.

The response to the "age of crisis"

The basic structure of society in eastern Europe differed from that of western Europe in the early modern period

Causes, course, and consequences of the Thirty Years' War.

Distinction between absolutism and totalitarianism

Distinction between constitutionalism and democracy

Identify where sovereignty lay in (a) absolutist states and (b) constitutional states.

End of 4th Quarter

Review for Final Exam - Cumulative (1 Week)

Syllabus Content:

The instructor reserves the right to make changes to this syllabus, if deemed necessary.
I will inform students of any changes before the implementation of the change.