History 101
Spring Semester, 2017–18 AY
meeting times: MWF, 9:20AM – 10:20AM;
class meets in PH 207

Civilization to 1715

The three great elements of modern civilization, Gunpowder, Printing, and the Protestant Religion.

*Thomas Carlyle*

Since we cannot...know all that is to be known of everything, we ought to know a little about everything.

*Pascal*

The west yet glimmers with some streaks of day….

*William Shakespeare*

Introduction

All knowledge is self-knowledge.

Thus to take on the task of studying the ancient and pre-modern roots of our Western Civilization is actually to seek to know more about *ourselves*—our culture, our beliefs, our habits of mind, and indeed, our faults and darker sides. History 101, “Civilization to 1715,” has as its purpose the surveying of the ancient, medieval, and early-modern cultures that have traditionally been viewed as part of the “Western Tradition.” Without loosing sight of the distinctiveness of these pre-modern civilizations, this course seeks to identify those themes, institutions, and beliefs that link our age with the past. We will trace Western history from the builders of the Pyramids to the builder of Versailles, from the first papyrus scribblings to the printing press, from the establishment of the Covenant with Israel to Luther’s 95 theses. “Civilization to 1714,” then, is the history of our own society, for most of the essential features of the modern Western world were by then—by 1715—already in place.

But knowledge—and especially *historical* knowledge—can be a murky and abused thing. What does it mean to make a historical claim about the past—to say why this or that event happened or how this or that person was important? When someone asserts that “History tells us that...,” how reliable can that assertion really be? How do we assess such broad historical claims as these? When can we trust that we understand the past? One of the key goals of this course will be (in addition to having students learn lots of names, dates, and concepts) to provide some basic
but useful sense of the nature of historical knowledge and how it is we think we know what we claim to know about the past. It will introduce (or reintroduce) the distinction between primary and secondary sources, it will hone skills at reading and interpreting these sources, and it will encourage each student to acquire and develop a critical, scholarly sense about historical claims of fact. Critical thinking, then, is a critical objective of this course.

So, tighten your seatbelts! This is going to be an exciting—and, I think, useful and perhaps sometimes unsettling—ride through 5000 years of history!

Goals and Outcomes

On the most basic, stratospheric level, the goals of this course are:

1. To describe the interconnectedness and relevance of all knowledge;
2. To identify the nature and limits of historical claims;
3. To describe how historians make claims about the past;
4. To define what a primary source is for a historian;
5. To describe how historical knowledge evolves, changes, and is revised;
6. To demonstrate effective written and oral communication skills and to support these skills through the appropriate use of technology tools.
7. To demonstrate problem solving, critical thinking and, cooperative-learning skills.

and, on an affective level,

8. To instill a love of learning and respect for past and unfamiliar cultures.

These important and lofty goals will be achieved through reading historical texts, reading the works of historians who have worked with these texts, discussing with your peers and with the instructor the meaning and significance of these readings, and by writing about what you have discovered in this course.

The more specific goals of this reading, discussing, and writing are to:

1. Describe the evolution of several themes over the centuries covered in this course, including: technology and culture, religious belief and tradition, and the rise and nature of the European nation-state;
2. Demonstrate mastery of a core list of facts, including the names of important historical figures, key historical texts, and, yes, the dates and chronology of events that helped to shape the West as a distinct cultural world;
3. Demonstrate writing and reasoning skills by engaging the assigned reading and writing;

and, on an affective level,

4. Enrich your lives forever!
**Texts**


   This book serves as the basic textbook for the course. It will provide additional details on topics presented in lecture and discussions. It is a resource book that, like most textbooks, can be wearisome to read. It is among the best textbooks of its sort available, however; and no amount of time spent reading it carefully will be wasted. Reading assignments in the Course Schedule below are keyed to page numbers in the 7th edition of the book (though earlier editions of it are available as well and meet the requirements of the course). You may choose to purchase another Western Civ textbook (by Spielvogel, Perry, or McKay—in any edition) and that would be fine too, and probably vastly cheaper.


   This volume provides translations of some of the most important textual monuments of the past—writings that helped to shape the Western tradition and therefore you and me. You will not be reading all of it, but you will be reading a lot of it. Many of the documents in it that we will be reading and discussing are available on the internet (they are so old, there is no copyright on them!), so you can likely obtain access to them on line.


   A short reflection piece on mass movement, human psychology, and the role of individual identity in world history. An essential read for any college-degree-holding person. Thank me later for having you read it!


   A short and fascinating story of love, law, and social class in the Italian Renaissance. You will read this toward the end of the course. It is an excellent example of a micro-history.

**NB:** Other *short* readings will be assigned as well and will be distributed via D2L or are available on-line. URLs are listed in the Course Schedule below.

**Assignments and Policies**

1. *Examinations.* There will be three examinations, one of which will be a take home (paper) exam. There is no comprehensive final exam in this course, but the take-home exam counts for a slightly higher percentage in calculating the final grade. Be advised that turning in the take-home exam late will result in a one-third reduction in the grade of the exam for each day late. (An “A” exam turned in one day late will receive an “A-,” two days late, a “B+,” three, a “B,” and so on.) Each exam will have two sections: an essay and short “identifications.” (For the take-home exam, the second part—the “identifications”—will be done in class.)
Students will have a choice of essays and terms to choose from for all three exams. Exam questions are distributed in advance.

2. **Quizzes.** Bi-weekly 10-, 15-, or 20-point quizzes will be given in class, usually on Fridays, during discussion sections. **Make-ups will normally not be administered.** The dates for the quizzes are in the course schedule below. If you are going to be absent on the day of a quiz, you must inform the professor in advance, and supply a valid reason for your absence in order to obtain a waiver. Waived quizzes will not count toward the quiz component of your final grade (making those that you do take all the more significant statistically for your grade). There are no pop quizzes in this course. Each unit of the course—ancient, medieval, and early modern—will include one map quiz.

3. **Participation.** Students will be expected to attend class and to have prepared for lectures and for discussion sessions by having read and thought about the assigned readings. **Be forewarned: unexcused or excessive absences will work against you in the final calculation of your grade.** Almost every Friday will be a discussion section, during which we will focus on one of our topics or readings. Attendance at, and advanced preparation for, these discussion sessions is essential.

*The grading rubrics for these three categories of assignments are:*

The **writing assignments** themselves will be graded according to the following rubric:

1. **Argumentation (80%).** How lucidly do you make your arguments? How relevant or substantial is your thesis? How well do you draw on sources? How convincing are your arguments?
2. **Format (20%).** How well does your citation of sources conform to the *Chicago Manual of Style, 17th* edition? Does your paper conform to the course’s own format requirements (enumerated below)? How grammatical is your prose? How correct is your spelling and punctuation, generally but especially of terms introduced in this course? Has your paper been submitted on time and both in paper and electronic versions?

*For the take-home (second) exam, please follow the guidelines enumerated below:*

1. Type your papers.
2. Double space your main text.
3. Single space footnotes, but double space between them; and if you prefer to use *endnotes*, double-space them throughout.
4. Do not put extra spaces between paragraphs or subheadings.
5. Use reasonable margins and headers/footers: 1.25” all around.
6. Do not use a separate title page, but always have a title.
7. Begin page 1 at the top of the first page (not mid page). Place your title at the very top of page 1, with the main body of the text beginning 3 lines below it.
8. After your title, your first paragraph should NOT be indented. All others, of course, should be.
9. Use only black ink for all your text, including hyperlinks that might appear in your main text, foot- or endnotes, or bibliographies (hyperlinks often print out in blue ink; it is advisable to deactivate all hyperlinks in your papers as a matter of course).
10. Pay scrupulous attention to spelling, grammar and punctuation, which do “count.”
11. Use footnotes or endnotes (footnotes are friendlier to the reader), following strictly the Chicago Manual of Style (CMS, 17th edition) rules.
12. Include a separate bibliography page listing not only all sources cited but all sources consulted.
13. The bibliography page should follow CMS style; the heading “Bibliography” (no quotation marks) should appear at the top of a new page, centered.
14. Label your submissions as following: name, date, course and number, description of the assignment (in our case: “Exam 2”).
15. Type or neatly and legibly write this information on the top left corner of the back of your last page of the paper, approximately 3 inches from the top of the page.
16. Always staple your pages together.
17. Always be mindful of the appearance of your submitted work. A bad printer or low ink cartridge (and therefore poor-quality print) is not acceptable.
18. All written assignments must be submitted in hardcopy by the announced due date and simultaneously submitted to the D2L drop box for the course, or by email attachment: whichever the professor indicates.
19. When doing so, please name your document with your last name followed by the number of the assignment (without a space), e.g.: Martin1, Martin2, etc. (If there are two students with the same last name, add initials of first and middle names, again without spaces: REMartin1, REMartin2, etc.)
20. Be advised that late papers are penalized in ruthless Soviet fashion: a one-third reduction in the grade of the paper for each day late (including weekends), beginning at the conclusion of the class during which the assignment was due. An “A” paper turned in one day late will receive an “A-,” two days late, a “B+,” three, a “B,” and so on.

The quizzes will be graded according to the raw number of answers correct on an objective quiz (usually 10 points).

Participation will be assessed according to the following rubric:
1. Information (70%). How accurate and complete is the information in your presentation or other oral work?
2. Presentation (30%). How lucidly presented and organized is your verbal participation?

Grading

1. The final grade will be determined according to the following breakdown:
   Midterm I: 20%
   Midterm II (take home): 30%
   Midterm III: 25%
   Quizzes: 15%
   Participation: 10%
2. Grades will be assigned according to the following numerical equivalencies:

   - 93-100    A
   - 90-92     A-
   - 87-89     B+
   - 83-86     B,.....Etc.

**Course Resources**

Daily lecture outlines will be made available to all students electronically on D2L. These will not be distributed in class (to save paper). The outlines will include, naturally enough, an outline of that day’s lecture, but also a list of terms that will serve as the pool from which “identifications” on the examinations will be exclusively drawn.

**Academic Honesty**

The 2017–2018 Undergraduate Catalog (pp. 65–69; quote at p. 65) provides the following definition for “academic integrity”:

> Central to the purpose and pursuit of any academic community is academic integrity. All members of the Westminster community, including students, faculty, staff, and administrators, are expected to maintain the highest standards of honesty and integrity, in keeping with the philosophy and mission of the College. Academic dishonesty is a profound violation of this code of behavior.

For a course like this one, the major concern about “academic dishonesty” is plagiarism, partly because it remains, alas, fairly commonplace on college campuses, partly because what constitutes plagiarism is often unclear in the minds of students. Plagiarism is described in some detail in the Undergraduate Catalog on pp. 66–67. For the sake of clarity, plagiarism can be defined as generally leading your reader (or in the case of oral presentations, listeners) to believe that what you have written or said is your own work when, in fact, it is not. Plagiarism runs from the rather mild to the totally flagrant. It can be the word-for-word reproduction of another person’s text without quotation marks and appropriate citation. It can be a paraphrase that is far too close to the source text to constitute “being in your own words.” And it can be even the unattributed borrowing of apt phrases or terminology. All of these degrees of plagiarism are equally unethical and may be penalized with failure for the assignment, or, in extreme cases, failure for the course.

*If you are ever in doubt as to whether your written work is plagiaristic in form, do not hesitate to consult with the professor.*

And please be informed that the take-home exam in this course may be submitted to turnitin.com, a licensed service to which the College has a subscription to help faculty identify papers that contain plagiaristic material.
Statement on the Use of Communications Technology in the Classroom

The use of all cell phones, smart phones, pagers, iPods, iPads, or any other internet-accessible technology is expressly prohibited during class unless part of an in-class assignment or activity. All students are required to turn off or silence their phones and to stow them out of reach and out of sight for the duration of the class and during in-class examinations. Violation of this policy may be considered a breach of the academic integrity policy of the College.

On Notifications

If you are going to miss a scheduled exam or quiz, please notify the professor in advance to obtain permission to reschedule (in the case of exams) or to be excused (in the case of quizzes). Failure to do so will mean that the exam may not be permitted to be rescheduled and that the grade for the missed quiz will be a zero. Permissions are not automatically granted, even when advanced notice is given. All absences at times of exams and quizzes must be documented with a legal excuse and for reasons permitted by College policy (as stated in the Undergraduate Catalog).

On Citation Styles

Most students at Westminster College have been taught MLA citation conventions. These are good to know generally, but are not always appropriate for use in history courses. It is the usual (though not universal) custom in the historical profession to use the Chicago Manual of Style (or CMS, currently in its 16th edition). This is the method that makes use of footnotes or endnotes (which you use is entirely up to you), in preference to in-text or parenthetical references. Students will be required to master CMS sufficiently well enough to write their second (take-home) midterms. While more complex than MLA, it is not difficult to learn or use. McGill also has a copy of the CMS (14th through 16th editions—for our purposes, it doesn’t matter which you consult). Students are encouraged, of course, to seek out the professor’s advice in any especially problematic cases.

Copyright of Lectures and Course Materials

All federal and state copyrights to my lectures and course materials of my own generation are reserved by the professor.

You are authorized to take notes in class for your own personal use and for no other purpose. You are not authorized to make any recording of my lectures without the professor’s written permission. You are not authorized to make any commercial use of the professor’s course materials or to provide them to anyone else other than students currently enrolled in this course without the professor’s written permission.
**Accessibility Statement**

Westminster College actively strives for the full inclusion of all our students. Students with disabilities who require access solutions for environmental or curricular barriers should contact Faith Craig, Director of Disability Resources, at 209 Thompson-Clark Hall; 724-946-7192; craigfa@westminster.edu. See the 2017–2018 Undergraduate Catalog, p. 27 for details. See also here: https://my.westminster.edu/ics/Campus_Life/Campus_Groups/Disability_Resources/.

I am very willing and eager to meet the instructional needs of any and all of my students. Please see me privately if you have any special needs, concerns, or questions that pertain to your performance in this class.

**Statement on a Safe Learning Environment**  
*(Adapted from the statement at use at Santa Clara Univ.)*

Westminster College operates under a zero-tolerance policy for sexual harassment and assault. If you or someone you know has experienced discrimination, harassment, or sexual assault, including domestic or dating violence or stalking, I encourage you to tell someone promptly. Feel free always to report the incident to me, though know that I am obligated to report all incidences to the College. The College’s EEO and Title IX coordinator is Kimberlee Christofferson, who can be reached at 724-946-7247 or at christkk@westminster.edu. *I am determined to make sure that this class and this classroom setting are safe learning spaces for you.*
Course Schedule

The course schedule is subject to modification, as the needs of the course may require. Dates of quizzes are underlined below.

Week I.

January 17: Introduction: What is “Western Civilization”? What does a course about “Western Civilization” seek to do?

January 19: The Ancient Egyptians

Readings: Noble, 3–27 (chapter 1) (pagination is according to 7th edition).
Perry: “Hymns to the Pharaohs”; “Hymn to the Aton” (pp. 10–13);
Psalm 104:

Week II.

January 22: Mesopotamia

Readings: Noble, 28–47 (chapter 2);

January 24: The Ancient Israelites

Readings: Perry, “Code of Hammurabi” (7–8);
Exodus, 21–22 (Perry, 32–33);
Genesis 1–2.

January 26: Discussion: A Tale of Two Floods QUIZ (Map)

Reading: Perry: “Tale of Gilgamesh (4–6);
Biblical Flood story (see: Genesis 6-9, online here:

Week III.

January 29: The Structure of Greek Civilization

Readings: Noble, 48–83 (chapter 3).

January 31: Greek Philosophy I

Readings: Noble, 84–109 (chapter 4);
Perry: Homer, Iliad (43–45); Thucydides, “History Method (50–51); Critias, “Religion” (52–53); Sophocles, “Lauding Human Talent” (53–54).

February 2: Discussion: Humanism

Week IV.

February 5: Greek Philosophy 2

Readings: Noble, 111–39 (Chapter 5);
Perry: Thucydides, “Funeral Oration of Pericles” (62–64); Plato, “Apology” and “Republic” (76–84);

February 7: Alexander the Great and the Triumph of Hellenism


February 9: Discussion: Hellenism QUIZ
Week V.

February 12: Roman Civilization
Readings: Noble, 166–209 (chapter 7 and part of chapter 8); Perry: Polybius, “The Roman Army” (99–100); Perry: Justinian, *Corpus Iuris Civilis* (143–45).

February 14: *Pax Romana*
Readings: Perry: Lucretius, “Religion” (105–6); Cicero, “Stoicism” (107–8); Aelius Aristides and Tacitus on the *Pax* (149–51).

February 16: **Discussion: The Roman Empire QUIZ**

Week VI.

February 19: Early Christianity
Readings: Noble, 138–65 (chapter 6); Perry: Tertullian, Clement of Alexandria, and Augustine on Greek and ancient learning (171–73)

February 21: Decline and Fall
Readings: Perry: Marcus Aurelius, “Meditations” (139–40);

February 23: Byzantium
Readings: Noble, 167–209 (chapters 7 and 8, first part).

Week VII.

February 26: Islam
Readings: Perry: Theophylact Simocrattes, “The Value of Reason and History” (197–98); *Quran* (199–201); Avicenna “Love of Learning” (207–8).

February 28: **Discussion: The Eastern edge of the West**
Readings: Start Hoffer.

March 1: EXAM 1

Week VIII.

March 5, 7, 9: No Class: SPRING BREAK

Week IX.

March 12: Hoffer
Readings: Finish Hoffer.

March 14: Merovingian and Carolingian Europe
Readings: Noble, 209–23 (rest of chapter 8);

March 16: Lord and Vassal
Readings: Perry: Galbert of Bruges, Fulbert of Chartres, and Dhouda, on lordship and vassalages (218–21))

Week X.

March 19: Reform and Crusades
Readings: Noble, 225–56 (chapter 9).

March 21: Crisis of Church and State: The Investiture Contest
Readings: Documents on Investiture Contest (handouts)
March 23: Discussion: Church and State QUIZ

Week XI.

March 26: Medieval Society

March 28: Discussion: Church and State QUIZ (EXAM 2 distributed)
Readings: Perry: Abelard and Aquinas (246–49); Troubadour love songs and status of women (262–70).

March 29: NO CLASS: EASTER BREAK

Week XII.

April 2: NO CLASS: EASTER BREAK
April 3 (Tuesday): The Hundred Years War and the Origins of the European Nation-State
Readings: Perry: Dante, “Divine Comedy” (289–94)

April 4: In-Class EXAM (“Identifications”)
April 6: The Renaissance 1
Readings: Noble, 324–57 (chapters 12); Begin Brucker.

Week XIII.

April 9: The Renaissance 2
Readings: Perry: Petrarch, (297–98); Mirandola (305–6).

April 11: The Family EXAM 2 DUE TODAY
April 13: Trade and Economy

Week XIV.

April 16: Discuss BRUCKER
April 18: No Class: URAC
April 20: The Reformation 1
Readings: Perry: Erasmus, (326–28); Luther (239–32); Calvin (241–42).

Week XV.

April 23: The Reformation 2
Readings: Noble, 388–451 (chapters 14 and 15);

April 25: Wars of Religion
Readings: Montaigne (307–8).

April 27: Discussion: The Reformation QUIZ (with map quiz 3 component)

Week XVI.

April 30: The Scientific Revolution
Readings: Perry: Copernicus (402–4); Descartes (414–416); Newton (418–19).

May 2: The Age of Absolutism: Louis XIV
Readings: Noble, 453–511 (chapters 16 and 17); Perry: Bossuet (391–92); Hobbes (393–95); Locke (426–27).
May 4: The New World
Readings: Noble, 358–87 (chapter 13).

Examination Period: Third Examination