History 101
Fall Semester, 2018–19 AY

meeting times: MWF, 9:20AM – 10:20AM;
class meets in PH 207

Prof. Russell E. Martin

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T: 8:30 – 9:30

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 a 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

1. McKay et al., *A History of Western Society*, vol. 1.

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 new 12th 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 Noble—in any edition) and that would be fine too, and probably vastly cheaper.

2. McKay et al., ed., *Sources of Western Tradition*, vol. 1, 3rd edition.

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.


An analysis of one of the most remarkable moments in early modern family history, the return home of the errant Martin Guerre and the legal procedures that his return sparked. We will also screen the French film on this event (with English subtitles!). Davis was the historical consultant on the film.

*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. DO NOT PUT THIS INFORMATION ON P. 1. I want to read and grade your papers anonymously.
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+
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 2018–2019 Undergraduate Catalog (pp. 60–64; quote at p. 60) 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. The College’s expectation for strong integrity applies to all academic work, including work on campus, online, and at other locations where Westminster courses are offered. 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. 61–62. 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.

Moreover, the use of laptops is permitted only for the purpose of taking notes. Surfing the internet or other non-class-related activities can be disruptive to those sitting beside or behind you. Ideally, leave your laptop in your dorm room, but if you bring it, use it only for class purposes. Violation of this request for courtesy will result in your being prohibited from using a laptop in class.

Students may use a laptop if a learning disability requires it (a disability that has been documented with Student Affairs). All policies and restrictions on their use nonetheless applies in this case.

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 rescheduled and that the grade for the missed quiz or exam 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 17th 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 17th 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 414 Thompson-Clark Hall; 724-946-7192; craigfa@westminster.edu. See the 2018–2019 Undergraduate Catalog, pp. 38–39 for details. See also here: https://my.westminster.edu/ics/Campus_Life/Campus_Groups/Disability_Resources/.

I am very 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**

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. See also the Handbook for Students, 2018–2019, pp. 34–37, here: http://www.westminster.edu/academics/pdf/undergraduate-catalog/2018_2019.pdf.
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.

August 27: Introduction: What does a course about “Western Civilization” seek to do?
August 29: The beginnings of “civilization”
Reading: Kagan, “Why We Should Study the History of Western Civilization,” available on D2L.
August 31: The Ancient Egyptians
Reading: McKay, 1:2–33;
Sources, 1-1 – 1-4.

Week II.

September 3: Mesopotamian Civilizations
Reading: McKay, 2:34–59.
September 5: The Ancient Hebrews
Reading: Sources, 2.1 – 2-2.
September 7: Discussion QUIZ (Map)
Reading: Weber, “Doing History,” available on D2L.

Week III.

September 10: The Structure of Greek Civilization
Reading: McKay, 3:60–91.
September 12: Greek Philosophy
Reading: Sources, 3-1 – 3-3.
September 14: Discussion: Humanism

Prof. Martin is in Moscow at a conference on September 12 and 14. An announcement will be made about classes on these two days, but keep up with the reading in any case.

Week IV.

September 17: Greeks and Persons
Reading: McKay, 4:92–119.
September 19: Alexander and the Triumph of Hellenism
Reading: Sources, 2-6; 3-4; 3-6; 4-3 – 4-5.
September 21: Discussion: Hellenism QUIZ

Week V.

September 24: The Structure of Roman Civilization
Reading: McKay, 5:120–151.
September 26: The Republic
Reading: Sources: 5-1; 5-3; 5-4.
September 28: Discussion: The Roman Empire QUIZ

Week VI.
October 1: Pax Romana
October 3: Early Christianity: Christ and Caesar
Reading: Sources, 6-1; 6-3; 6-4; Christian Creeds (handout).
October 5: Early Christianity: Theological Feuds and Doctrinal Imperatives

Week VII.
October 8: Decline and Fall
October 10: Discussion
October 12: EXAM 1

Week VIII.
October 15: Merovingians
Reading: McKay, 8:218–249.
October 17: Carolingians
Reading: Sources, 7-2 – 7-4; 8-4.
October 19: Lords and Vassals

Week IX.
October 22: Reform and Crusades
October 24: Crisis of Church and State
Reading: Sources, 9-4 – 9-7.
October 26: Discussion: Church and State QUIZ; Exam 2, Part 2 Distributed

Week X.
October 29: Fall Break
October 31: Medieval Society: Towns and Countryside
Reading: McKay, 10:284–320.
November 2: Intellectual Life
Reading: Sources, 10-1; 10-6; 11-2.

Week XI.
November 5: The Hundred Years War
November 7: Exam 2 Part 1 taken in class; Part 2 DUE
November 9: The Renaissance
Reading: Davis, The Return of Martin Guerre

Week XII.
November 12: *Le Retour de Martin Guerre* (film)
November 14: *Le Retour de Martin Guerre* (film, con’t)
November 16: **Discussion QUIZ**

**Week XIII.**

November 19: The Renaissance 2
November 21: Reformation
   *Reading:* Sources, 12-1 – 12-5; 13-1; 13-5; 13-6.
November 23: Wars of Religion

**Week XIV.**

November 26: Scientific Revolution
November 28: The New World
   *Reading:* Sources, 14-1; 14-5; 14-6; 16-1; 16-2.
November 30: **Discussion QUIZ**

**Week XV.**

December 3: Absolutism
December 5: TBA
December 7: TBA

**Examination Period: Third Examination**