

WCV 101 – SECTIONS 6 & 7
A HISTORY OF WESTERN CIVILIZATION
Fall 2002

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Instructor	Dr. Katherine Tucker McGinnis
Class Time	Section 6 - MWF 11 Section 7 – MWF 12
Location	Graham 212
Office Hours	Wed 1:00-2:00, and by appointment
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Communication Tool	BlackBoard: www.bb.uncg.edu (Use UNC-G userid.)

This syllabus is the contract under which this course is taught. By enrolling in this course, and remaining enrolled, you accept its conditions.

Course Intent

This is a survey of western civilization from the perspectives of social history. It looks at the period from the earliest civilizations, c.3000B.C. until about A.D.1700. Note that some historians use the terms "Before Common Era" (B.C.E.) and "Common Era" (C.E.) rather than "Before Christ" (B.C.) and "Anno Domini" (A.D.).

The scope of the possible information, stories, events, people that this course could include is beyond any possibility of "coverage." We will try to touch on those high points that seem to have broad or long-ranging impact and to contextualize them in order to demonstrate historical complexity and interdependence.

A social history does not ignore wars, diplomacy, events, or famous people, but it does examine a broad array of perspectives that include, among many possibilities, economic, religious, gender, sexual, scientific. There is also a tendency to include the "common man" as well as the "great man" and women, to the extent that historical sources permit.

The historiographic process is based on both facts and interpretation. The facts come from sources that the historian must interrogate in order to understand and evaluate them and to use them as evidence. The interpretation depends on the capacity of the historian to integrate those facts in a larger context and to make an argument based on a responsible selection of the facts, as well as

on the point of view of the historian. History, perhaps particularly "popular history," can be driven by extra-academic intentions that the audience must learn to recognize and to be aware of their influence on the interpretation.

Sources can be written records -- chronicles and parish records are two examples -- and material artifacts, which can include tools, buildings, coins, artwork, pottery, furniture, fabric and clothing. A book can be treated as both a written record and as a material object, studied for its physical properties.

Honor Code

The UNC-G Honor Code prevails. You must write out and sign the Pledge on all work. You are expected to abide by the Honor Code for all work in this class. All alleged violations will be handed over to the academic court for adjudication. No violations or alleged violations will be handled independently.

General Ground Rules

Nothing will be accepted late, without documentation of illness or emergency. On time means at the beginning of class, not at the end or after.

I assume you would not bring a phone or other noise-producing equipment to class, but if you do have anything of that type with you, please de-activate it.

No food or drink (that includes water) is permitted in class. Our class meets at a time when some people are having lunch. If you think you might be hungry or thirsty during class, be prepared by having a snack before class. If you have special needs for food or drink during class time, please see me privately.

Come prepared to each class. I have constructed this course with entering students in mind, trying to make it easy for you to keep up in your work. Prepared means more than reading the assignment; it also means thinking about it in order that you can participate intellectually in the class. Bring your text (or the book being discussed) to class.

I recommend that you take advantage of my office hours. I hope to get to know you better than class time and your written work will permit. If you take the time to meet with me, I think I can make the course more in accord with your individual areas of interest.

BlackBoard

It is essential that I be able to contact you via email on BlackBoard, the Course Communication Tool, and that you be able to check BlackBoard for course documents and information. **You must**

activate your UNCG email account in order to do this. This is a course requirement. Go to www.uncg.edu/irc/labs/acctinfo.html and then to Account Activation and User Name under Account Information. I will not be able to communicate with you via other email accounts. You are responsible for checking BlackBoard and your UNCG email account on a regular basis.

The only Internet source for history that I can recommend as having been reviewed for “quality, accuracy, and usefulness” is <http://www.besthistorysites.net>.

Papers/Writing/ Study Skills I expect your writing, whether in assigned papers or tests, to meet conventional standards for written, not spoken, English. This includes grammar, syntax, and word choice. Please, if you are unsure about your writing for an assignment, see me and/or get help from the Writing Center in 101 McIver (334-3125). The Writing Center is open M-Th 9-8 and Fri 9-3. You can come by appointment or walk in. The Center offers help in brainstorming to get started, organization, and editing. Academic help is also available through the Learning Assistance Center (334-3878) on the first floor of Reynolds Dorm, Room 159, M-Th 9-5, F 8-5. Walk-in individual help is available and there are also workshops. For questions of style, you may find the following website helpful: <http://www.bartleby.com/141/>

There will be no rewrites accepted, although I will be happy to discuss your papers or to look at them in advance of the due date.

Required Textbooks *The Athenian Citizen*. Princeton, New Jersey: The American School at Athens, 1987. **This book is out of print and a copy is on Closed Reserve in Jackson Library.**

Chaucer, Geoffrey. *Selected Canterbury Tales*. Dover Thrift Editions. New York: Dover, 1994.

Davis, Natalie Zemon. *The Return of Martin Guerre*. Cambridge and London: Harvard University Press, 1983.

Machiavelli, Niccolò. *The Prince*, ed. and trans. David Wooten Indianapolis and Cambridge: Hackett, 1995.

Chambers, Mortimer, et al. *The Western Experience*, 8th ed. Boston: Mc Graw-Hill, 2002.

Course Requirements

Diagnostic Quizzes Be prepared for brief quizzes, based on Chambers or other assigned materials, as scheduled. They are designed to help you keep up with the reading, to determine where any weak areas might lie, and to teach specific test-taking techniques. I will drop the lowest grade. There are no make-ups for the quizzes.

Hour Exams - There will be three Hour Exams, on **Sept 18th**, **Oct 23rd**, and **Nov 25th**. The format will include short answer and essay questions. There will be no make-ups without documentation of illness or emergency.

Final Exam - There will be a **cumulative** final exam on December 13th from 12 noon to 3 PM (section 7) and on December 16th from 8-11 AM (section 6).

Discussion - In groups of 6-8, you will spend part of certain class periods (about 15-20 minutes) discussing the material in Chambers assigned for that unit. I will assign you to groups. Working in pairs, e.g., **two leaders** per discussion, you will be responsible for leading **three** sessions. **Each** discussion leader will prepare an outline he or she will use for the discussion. The leaders will turn in these outlines, a list of those present, and a brief summary of the session, successes and weaknesses, hot topics, points people found confusing, etc. You will **not** be graded on the "success" of the discussion. You are responsible for a reasonable preparation (some questions that show you read and thought about the material) and a conscientious, if succinct reflection on the session. Your report should be double-spaced, in 12-point type, preferably "Times" or "Times New Roman" font. It must be turned in by the beginning of the next class. I will assign the days for each student to lead discussion at the time the groups are organized, but you may exchange within your group, as long as each member leads **three** discussions.

Paper - There will be a paper based on Davis' *The Return of Martin Guerre* and the viewing of the film by that name, and relevant materials in Chambers. The paper should be 3-5 pages in length, double-spaced, in 12-point type, preferably "Times" or "Times New Roman" font.

There are to be two themes, which you must interweave:

It must address one of the following topics, as these sources -- film, books -- present them in early modern France:

lives of women and domestic relationships
economic and/or religious influences on social relations
legal process and the relation of social and political units

It must address the question of how history can be examined and interpreted in text and in film and the problems and propensities of each medium. It is not, however, a film review. Acting is not under discussion, although you may consider the seeming historical "rightness" of costumes, set, and physical behavior, including gesture.

Project – Each discussion group will plan a joint project, concerned with the thematic topic of that group, to be presented on one of the last three class periods. You should review the material of the course with that topic in mind; look for patterns, for turning points, whatever you find appropriate. The result should be that you understand that aspect of the course very well and that you make that information summarily and cogently available to your peers. This should help you and your classmates prepare for the final exam. These projects will attempt to bridge the chronological march of the previous part of the course with a diachronic examination of topics.

I will assign you to a group, based on the preferences that you state on your identification cards. I will do my best to place you in your first or second choice. If you know of any excusable reason that you cannot be present for any of the three class meetings immediately after the last hour exam, let me know. These projects must be presented during those classes.

There will be very limited class time to organize your group and plan for meetings outside of class. You will have 20 minutes to present. The format -- dramatization, debate, musical, something your group invents -- is up to each group. You can depend on the audience being familiar with the basic historical material on which your presentation is based because everyone will have read all the chapters of Chambers, and all the supplementary readings (*The Athenian Citizen*, Chaucer, Davis, and Machiavelli).

By the last class period (and not a half an hour later) you must turn in individual reports of your project to cover preparation process, group dynamics and contributions of your peers, your "take" on audience response, and "what you learned" about the topic itself. The paper should be 3-5 pages, again double-spaced, 12 point, preferably "Times" or "Times New Roman" font.

The topics are:

Arts

Family

Religion

Science and Technology

Sports and Entertainment

Work

Attendance and Participation This is built in via the discussion and project groups, but I encourage you, as well, to raise questions during lectures. (For the benefit of less vociferous classmates, the usual hand-raising system will prevail).

Evaluation	Discussion		15%
	Quizzes		10%
	Hour Exams	10% each	30%
	Final Exam		20%
	Martin Guerre Paper		15%
	Project		10%

I do not grade on a curve. I also do not wish to contribute to grade inflation. However, if you do everything on the syllabus conscientiously, I'll be hard pressed not to give a lot of very good grades.

Course Schedule and Assigned Readings

Date	Topic	Readings/Assignments
Aug 19	Intro, Contract, Historical Method. Basic Human Needs	Chambers - Preface & Intro, xxi-xxxii
Aug 21	The First Civilizations I	Chambers - Ch 1, 3-23
Aug 23	The First Civilizations II	Chambers - Ch 1, 23-34
Aug 26	The Forming of Greek Civilization - I	Chambers - Ch 2, 37-52
Aug 28	The Forming of Greek Civilization - II	Chambers - Ch 2, 61-70
Aug 30	Athens - History from Objects	Chambers - Ch 2, 53-61 <i>The Athenian Citizen</i>
Sept 2	LABOR DAY – No class	
Sept 4	Classical Greece - I	Chambers - Ch 3, 73-88
Sept 6	Hellenistic Greece - II	Chambers - Ch 3, 88-100
Sept 9	The Roman Republic - I	Chambers - Ch 4, 103-119
Sept 11	The Roman Republic - II	Chambers - Ch 4, 119-134
Sept 13	The Empire and Christianity - I	Chambers - Ch 5, 137-157
Sept 16	The Empire and Christianity - II	Chambers - Ch 5, 158-174
Sept 18	Hour Exam I	
Sept 20	The Making of Western Europe - I Wise conference	Chambers - Ch 6, 177-197
Sept 23	The Making of Western Europe - II	Chambers - Ch 6, 197-206
Sept 25	The Empires of the Early Middle Ages (800-1000): Creation and Erosion - I	Chambers - Ch 7, 209-228
Sept 27	The Empires of the Early Middle Ages (800-1000): Creation and Erosion - II	Chambers - Ch 7, 228-244

Sept 30	Restoration of an Ordered Society - I	Chambers - Ch 8, 247-273
Oct 2	Restoration of an Ordered Society - II	Chambers - Ch 8, 273-286
Oct 4	The Flowering of Medieval Civilization - I	Chambers - Ch 9, 289-306
Oct 7	The Flowering of Medieval Civilization - II	Chambers - Ch 9, 306-326
Oct 9	Medieval England - History from Literature	Chaucer
Oct 11	The Urban Economy and the Consolidation of States - I	Chambers – Ch 10, 329-345
Oct 14	FALL BREAK – No Classes	
Oct 16	The Urban Economy and the Consolidation of States - II	Chambers – Ch 10, 345-358
Oct 18	Breakdown and Renewal in an Age of Plague - I	Chambers - Ch 11, 341-379
Oct 21	Breakdown and Renewal in an Age of Plague - II	Chambers - Ch 11, 379-398
Oct 23	Hour Exam - II	
Oct 25	Tradition & Change in European Culture, 1300-1500 - I	Chambers - Ch 12, 401-418
Oct 28	Tradition & Change in European Culture, 1300-1500 - II	Chambers - Ch 12, 418-432
Oct 30	Reformations in Religion - I	Chambers - Ch 13, 435-456
Nov 1	Reformations in Religion - II	Chambers - Ch 13, 456-471
Nov 4	Early Modern Europe - Film as Interpretation: "The Return of Martin Guerre"	Davis
Nov 6	Early Modern Europe - Film as Interpretation: "The Return of Martin Guerre"	Davis
Nov 8	Economic Expansion and New Politics - I	Chambers - Ch 14, 473-500
Nov 11	Economic Expansion and New Politics - II Martin Guerre paper due today at the beginning of class.	Chambers - Ch 14, 500-510

- Nov 13 A New Kind of Rule for a Self-Conscious World:
"Negative Space" and the Didactic Text Machiavelli
- Nov 15 War and Crisis - I Chambers - Ch 15, 513-531
- Nov 18 War and Crisis - II Chambers - Ch 15, 531-548
- Nov 20 Culture and Society in the Age of the
Scientific Revolution - I Chambers - Ch 16, 551-565
- Nov 22 Culture and Society in the Age of the
Scientific Revolution - II Chambers - Ch 16, 565-586
- Nov 25 Hour Exam III
- Nov 27 THANKSGIVING BREAK BEGINS – No class
- Dec 2 Group Projects:
Science and Technology
Work
- Dec 4 Group Projects Projects:
Family
Sports and Entertainment
- Dec 6 Group Projects:
Arts
Religion
- Dec 9 LAST CLASS - Course Review - This is not an examination preparation or review, although it may help you in your own preparation. I hope on this day that we will "pull the course together" by looking at various topics, both from the projects and elsewhere, and searching for threads or patterns in what we have studied throughout the semester.
All Group Project papers due today at the beginning of class.

FINAL EXAM: SECTION 6 - Dec 16 – 8-11AM; SECTION 7 - Dec 13 – 12-3PM

Remember: It will be **cumulative!**