

Western Civilization 101-01  
Science 201

Stephen Ruzicka  
215 McIver  
334-5488  
[sgruzick@uncg.edu](mailto:sgruzick@uncg.edu)  
Office Hours 12-1 MWF

**This course examines developments that created and shaped Western civilization between about 2000 B.C. and A.D. 1600. We will treat “civilization” as a complex form of cultural adaptation by peoples and societies. The story of Western civilization is the story of successive adaptations by different peoples and societies. Students will consider the problems faced by successive different peoples and societies and the solutions they evolved, in part by borrowing from the past. Because this process involves successive peoples and societies, it is common to consider Western civilization as a series of stages. One way to define the series in the time period we are considering is chronological: ancient, medieval, and early modern. Another way is by reference to different peoples: Greek, Roman, Germanic. We will actually be using both perspectives.**

**Students will meet each week in both lecture classes and smaller discussion sections. Students are responsible for completing the assigned readings in the textbook and in the assigned primary sources (on CD or on the web) before each class. Class and discussion section attendance is mandatory. More than two unexcused absences will cause the loss of a full grade. More than three will cause a student to be dropped from the course. There will be four exams in the course, various writing assignments, and occasional quizzes.**

**All writing assignments are to be turned in at the Discussion Section meeting.**

### **Required text**

**Frankforter and Spellman, *The West. Culture and Ideals*. Vol. I. (Make sure this comes with the enclosed CD)**

### **Class Schedule (*The West* = W)**

<b>1/9</b>	<b>Introduction and Organization</b>	
<b>1/11</b>	<b>The Big Picture</b>	<b>W xxix-xxvii, 2, 50, 148, 248</b>
<b>1/13</b>	<b>Why We Start with the Greeks</b>	<b>W 5-49</b>
<b>1/18</b>	<b>Discussion Sections</b>	
<b>1/20</b>	<b>The Polis</b>	<b>W 52-65</b>
<b>1/23</b>	<b>The Athenian Experience</b>	<b>W 65-75</b>
<b>1/25</b>	<b>Discussion Section</b>	
<b>1/27</b>	<b>Democracy and Its Problems</b>	<b>W 76-85; <i>Antigone</i>; <i>Pericles</i>’</b>

*Funeral Oration* (both on CD in  
*The West* textbook)

- 1/30 Leading Democracy: Rhetoric and Education W 91-92
- 2/1 Discussion Sections
- 2/3 Educating Democracy: Drama and History W 93-98, 89-92; Thucydides,  
*Peloponnesian War* selection =  
CD 2.3
- 2/6 Improving Democracy: Philosophy W 91-92; *Apology of Socrates* =  
<http://eawc.evansville.edu/anthology/apology.htm>  
**Writing Assignment:** According to what Socrates says in the *Apology*, how has  
Socrates been trying to help his fellow citizens? Why? (Turn in to Discussion  
Leader)
- 2/8 Discussion Sections
- 2/10 Plato: The Soul *Republic, Allegory of the Cave* =  
[http://www.historyguide.org/ancient/allegory\\_bb.html](http://www.historyguide.org/ancient/allegory_bb.html)  
**Writing Assignment:** Based on what Plato writes in this selection, where does  
he think true reality lies? How can we perceive it? (Turn in to Discussion  
Leader)
- 2/13 The Hellenistic Age W 100-109
- 2/15 Discussion Sections
- 2/17 FIRST EXAM
- 2/20 Rome Overview W 110-114
- 2/22 Discussion Sections
- 2/24 Conquests and Cultural Change W 114-117
- 2/27 From City-State to Empire W 117-132  
**Writing Assignment:** Write out answers to questions 5 and 6 on W 123 (Turn  
in to Discussion Leader)
- 3/1 Discussion Sections
- 3/3 Roman Empire: How it worked W 132-140
- 3/13 Being Roman W 141-144; Marcus Aurelius,  
*Meditations*, Book Four =  
<http://www.fordham.edu/halsall/ancient/marcuaurelius1.html#BOOK%20FOUR>  
(Click on Book IV in the contents list or scroll down to Book Four)  
**Writing Assignment:** In what sense, according to Marcus Aurelius' views, is  
everyone the same? What does everyone have in common? (Turn in to  
Discussion Leader)
- 3/15 Discussion Sections
- 3/17 Religions in the Roman World
- 3/20 Rise of Christianity W 150-156; Paul, *Letter to the  
Romans*, Chapters 12-13;  
*Didache* =  
<http://www.bibleontheweb.com/Bible.asp> (fill in *Romans* and 12  
in search windows)  
<http://www.earlychristianwritings.com/text/didache-roberts.html>

**Writing Assignment:** How does the “way” prescribed in the *Didache* reflect the recommendations for a Christian life made by Paul in *Romans*, 12-13?  
(Turn in to Discussion Leader)

3/22 Discussion Sections

3/24 Christianization of Roman Empire W 156-159

3/27 SECOND EXAM

3/29 Transformation of Roman World W 144-147, 159-173

3/31 Franks to Charlemagne W 175-189, 193-198

4/3 From Lordships to Kingships W 189-193, 203-209; Lord-Vassal Contracts = CD 6.6

**Writing Assignment:** According to these contracts, what does a vassal typically *have* to do for his lord? What does the lord do for the vassal?  
(Turn in to Discussion Leader)

4/5 Discussion Sections

4/7 Papal Monarchy W 209-213; Monastic and Papal Texts = CD 7.2, 7.3, 7.1  
Papal Texts: *Election Decree*, *Dictatus Papae* =

<http://www.fordham.edu/halsall/source/papal-elect1059.html>

<http://www.fordham.edu/halsall/source/g7-dictpap.html>

**Writing Assignment:** After reading the Papal Texts for 11/2 and 11/4 identify ideas or beliefs that are used as bases for asserting papal supremacy (Turn in to Discussion Leader)

4/10 Medieval World View W 237-247, 226-231; Dante, *Commedia* selections =

<http://italian.about.com/library/anthology/dante/blinferno001.htm>

<http://italian.about.com/library/anthology/dante/blpurgatorio018.htm>

<http://italian.about.com/library/anthology/dante/blinferno001.htm>

4/12 Discussion Sections

4/17 THIRD EXAM

4/19 Early Modern Overview: Wealth and Power W 220-223

4/21 From Petrarch to Pico W 273-285; Petrarch, *Ascent of Mt. Ventoux*; Pico, *Oration on The Dignity of Man* =

<http://www.fordham.edu/halsall/source/petrarch-ventoux.html>

<http://www.fordham.edu/halsall/med/oration.html>

**Writing Assignment:** In the *Ascent of Mt. Ventoux*, how does Petrarch reveal his misgivings about the importance of human achievement in this world compared with the pursuit of salvation (Turn in to Discussion Leader)

4/24 The Secular Perspective Machiavelli, *The Prince* =

<http://www.fordham.edu/halsall/basis/machiavelli-prince.html> Read

**Introduction, Dedications, and Chapters 14-19**

**Writing Assignment:** What passages in *The Prince*, Chapters 14-19 reveal Machiavelli's view of people in general and the true ways of the world? (Turn in to Discussion Leader)

4/26 Discussion Sections

4/28 Reformation background and overview W 260-265

5/1 Luther W 297-301; *Address to Christian Nobility of German Nation* =

<http://history.hanover.edu/texts/luthad.html>

**Writing Assignment:** In what specific ways does Luther challenge the authority of the Church in his *Address*? (Turn in to Discussion Leader)

5/2 Other Reformers

W 301-311

5/5 FOURTH EXAM

