

## WCV 101-08: Western Civilization 101 Spring 2009 (20 January 2009 – 5 May 2009)

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**Office Hours:** MWF 2:00 - 2:50 p.m.

I am typically only on campus on Mondays, Wednesdays, and Fridays. The best way to contact me is by email. I check my email at least once every day, most frequently in the early mornings. Please be patient as it may be 24 hours before I can respond.

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### Course Description

*"If history is educational . . . it must be an education in thinking and not merely in remembering."*  
~ C. V. Wedgwood

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This course examines developments which created and shaped Western civilization between about 800 B.C. and A.D. 1600. We will consider three phases: ancient, medieval, and early modern. In each case, we will focus on the way in which distinctive institutions, practices, and ideas emerged at different times as responses to particular problems. These problems are 1) how best to live in a city-state (the ancient world), 2) how to find and hold onto a stable place (the medieval world), and 3) how to live a full, valid life as an individual (the early modern world). These are basic problems which grew out of particular circumstances existing at different times. For shorthand purposes, we will use a set of images to remind us of the settings characteristic of each of the successive phases of western civilization: the city, the monastery and the castle, and the workshop and "counting house". We will keep those in focus and try to view developments from the perspectives of these separate, distinctive settings.

Everything we examine in this course will focus on at least one of the following questions:

- What is the story of western civilization? In other words, what is the central theme of western civilization?
- How do we construct and evaluate history?
- Why study history?

We will utilize primary sources (documents written in the period under discussion) in an attempt to answer these questions. In order to make good oral and written evaluations of the sources we will read, you must always consider the biases, both positive and negative, of the source. All historical sources are not created equally; you will need to make informed judgments about each of them.

The topics of our discussions will be roughly chronological—beginning with the ancient Greeks and Romans and moving forward toward the Reformation—but we will be more concerned with analytical methods than with strict chronology. In other words, **students will spend more time in this class analyzing primary source materials than they will memorizing dates and names.**

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### Learning Outcomes (LO)

*"Have the courage to use your own intelligence!"*  
~ Immanuel Kant

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Upon successful completion of the course, each student will be able to:

- A. Recognize the historical contributions made by past leaders, institutions, and events in western civilization.
- B. Demonstrate awareness and appreciation of history's impact on our present world.
- C. Utilize historical methods in order to explore western civilization.
- D. Construct an analytical and persuasive argument using proper grammar, punctuation, and citation.

### **Required Texts**

Frankforter, A. Daniel and William M. Spellman, *The West: Culture and Ideals*. Vol. I to 1660 (New Jersey: Pearson Prentice Hall, 2004).

**NOTE: Make sure this comes with the enclosed CD.**

Various e-reserves on Blackboard.

### **Teaching Strategies**

This course will be conducted on the basic premise that learning is a two-way street. In other words, a constant **dialogue** carried on between students and the instructor will contribute to the most satisfying investigation of the subject.

The purpose of lectures will be to focus attention on specific topics and to lay a foundation for future class discussion. The quality of class discussion will depend, to a great extent, upon the students' acceptance of the responsibility for completing all assigned readings **prior** to class meetings.

### **Rules & Procedures**

#### ***Attendance***

Be here every day on time. Students who are habitually tardy will be counted absent without exception. If unfortunate circumstances, such as illness or death in the family, prevent you from attending class, then that is understandable and excusable. However, I do not distinguish between excused and unexcused absences. Students are either in class or they are not. Therefore, any students who miss more than 3 classes throughout the semester will see a four-point reduction in their overall grade. Especially truant students will not be able to pass the course.

#### ***Late Work***

No late work will be accepted, and there are no appeals. All the deadlines are listed on the syllabus. Students who have special circumstances preventing them from turning in an assignment on time should communicate that information to me ASAP, preferably before an assignment is due. **Failure to turn in work on time will result in a grade of zero (0)**. Student-athletes must make prior arrangements if they will be missing class on the day of an exam or when an assignment is due.

#### ***Cell phones & Laptops***

Please turn off your cell phone **before** class begins. Please use your laptops responsibly. Students who abuse technology in the classroom risk being removed from the course.

### **Academic Integrity**

All students are expected to abide by the UNCG Honor Code. Please visit the following link: Academic Integrity Policy: <http://academicintegrity.uncg.edu/complete/>. Depending on the severity of the offense, students risk receiving a grade of F on an assignment, a final grade of F for the course, or being expelled from the university.

The following statement with the student's signature, must appear on each examination, paper, or other major work submitted:

*I HAVE ABIDED BY THE ACADEMIC HONOR POLICY ON THIS ASSIGNMENT.*

*[Signature]*

### **Adverse Weather Conditions**

If you think that the university might be closed due to weather, either call the UNCG Adverse Weather Line at (336) 334-4400 or check the university's website ([www.uncg.edu](http://www.uncg.edu)).

### **Grading Policies**

Students must realize that they receive the grade they earn. I do not arbitrarily assign grades. Students should also keep in mind that a letter grade of A stands for "Excellent," whereas a B is "Above Average," a C "Average," a D "Below Average," and an F "Unsatisfactory."

A common student misconception is that everyone starts with full points and is marked down for errors or deficiencies. Submissions that meet all the standard requirements are average (C) papers (75% of total possible points). Submissions with errors, that fail to address all parts of the assignment, or that leave out major arguments or objections are graded down from there. Submissions that exceed the standard requirements and are superior to the average work are above average (B). Only work that is error free, meets all requirements, and demonstrates outstanding work for this course can earn an A.

### **Grade Breakdown for the Course**

- 33% Participation/Discussion Papers (~1 page each, 13 total) (LO A, B, C)
- 35% Film Critiques (2-3 pages each, 2 total): (LO C, D)
  - 15% 1<sup>st</sup> Paper
  - 20% 2<sup>nd</sup> Paper
- 32% Exams (multiple-choice, 4 total) (LO A, B, C)

All grades are determined by the above assignments. No other factors will be considered when determining the final grade. There is **no** extra credit in this course. Anyone asking for special grading consideration will be referred to this policy.

### **Assignments (LO A, B, C, D)**

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*"History is an argument without end."  
~ Peter Geyl*

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### **Participation/Discussion Papers**

Students are expected to come to class prepared and ready to engage each day's topic. This will require students to read the material for every class meeting, and to come to class with comments and/or

questions. Students who are not comfortable sharing their unique point of view may still contribute to class discussion by asking questions.

On Discussion Days, students will be required to bring a short discussion paper to class based on the reading(s) for that day. The questions for each discussion paper are listed below. Students will provide a brief response, anywhere between 1 paragraph to 1 page in length.

### **Film Critiques**

Two papers critiquing films related to western civilization will be due during the course. I will ask students to argue whether or not the assigned film is historically accurate.

The first paper is worth 15%, the second 20%. Papers will be graded based on accuracy of information, thoroughness of argument, organization of ideas, **and proper grammatical form**, including spelling and punctuation.

These papers shall be composed in a word processor, between 2 and 3 pages, double-spaced, Times New Roman 12-point font.

### **Exams**

There will be 4 exams (worth 8% each) based upon assigned readings and classroom lectures/discussions. Each exam is objective-based and will be administered through Blackboard. Students will need to bring their laptop to class on exam days. The exam will only be available online during our scheduled class time. After the window has closed, no student will be allowed to complete the exam without a documented reason (i.e., illness, death in the family, etc.)

### **\*Schedule of Lectures and Readings:**

*The West* = W

<b>Date</b>	<b>Topics &amp; Videos</b>	<b>Assignments</b>
1/21-1/23	Introductions: What is History? Why Study History? Can We Trust Historical Interpretation? What is the Story of Western Civilization?	W xxix-xxvii, 2, 50, 148, 248.  A Pocket Guide to Writing in History (Handout)
1/26	<b>UNIT 1A - Cities: The Greek Experience</b> Athens and the Development of Democracy	W 60-85  <i>Pericles' Funeral Oration</i> ; in West CD or online at <a href="http://www.fordham.edu/halsall/ancient/pericles-funeralspeech.html">http://www.fordham.edu/halsall/ancient/pericles-funeralspeech.html</a>
1/28	DISCUSSION DAY	
1/30	Rhetoric and Education	W 85-99
2/2	Drama, History, and the <i>Demos</i>	<b><u>DUE: Reading Response #1</u></b> - Sophocles, <i>Antigone</i> ; in West CD or online at <a href="http://www.geocities.com/Athens/Aegean/4979/antigone.html">http://www.geocities.com/Athens/Aegean/4979/antigone.html</a> ➤ <i>Do you think Creon or Antigone has the better justification for his or her position? Why?</i>

2/4	DISCUSSION DAY	
2/6	Socrates, Philosophy, and the Polis	<b><u>DUE: Reading Response #2</u></b> - <i>Apology of Socrates</i> = <a href="http://eawc.evansville.edu/anthology/apology.htm">http://eawc.evansville.edu/anthology/apology.htm</a> ➤ <i>In what sense do you think Socrates has been trying to wake up his fellow citizens? Why has he been doing this?</i>
2/9	Plato, Politics, and the Soul	<b><u>DUE: Reading Response #3</u></b> - <i>Republic, Allegory of the Cave</i> = <a href="http://www.historyguide.org/ancient/allegory_bb.html">http://www.historyguide.org/ancient/allegory_bb.html</a> ➤ <i>Based on what Plato writes in this selection, where does he think true reality lies? How can we perceive it?</i>
2/11	DISCUSSION DAY	
2/13	Alexander and the Hellenistic World	W 100-109
2/16	Problem of Individualism	<b><u>DUE: Reading Response #4</u></b> - History Guide Lecture, <a href="http://www.historyguide.org/ancient/lecture9b.html">http://www.historyguide.org/ancient/lecture9b.html</a> ➤ <i>How do Hellenistic "philosophies" seem to be more about the individual than the state or society?</i>
2/18	DISCUSSION DAY	
2/20	<b>Exam #1</b>	Administered through Blackboard. Students should bring their laptops to class.
2/23	<b>UNIT 1B - Cities: The Roman Experience</b> The Roman Problem	W 110-114
2/25	DISCUSSION DAY	
2/27	Roman Experience: Peace Through War	W 114-118
3/2	Adapting to Empire	W 123-132  <b><u>DUE: Reading Response #5</u></b> - Augustus, <i>Res Gestae</i> ("What I Did"), online at <a href="http://www.fordham.edu/halsall/ancient/14resgestae.html">http://www.fordham.edu/halsall/ancient/14resgestae.html</a> ➤ <i>How in the Res Gestae does Augustus present his achievement as involving restoration, not innovation?</i>
3/4	DISCUSSION DAY	
3/6	Empire Becomes a City	W 132-144
3/9-3/13	<b>NO CLASS - - SPRING BREAK</b>	
3/16	<i>Pax Romana</i> and Christianity	W 150-159

		<p><b>DUE: Reading Response #6</b> - Paul, <i>Letter Romans</i>, Chapters 12-13; <i>Didache</i> = <a href="http://www.bibleontheweb.com/Bible.asp">http://www.bibleontheweb.com/Bible.asp</a> (fill in <i>Romans</i> and 12 in search windows)  <a href="http://www.earlychristianwritings.com/text/didache-roberts.html">http://www.earlychristianwritings.com/text/didache-roberts.html</a></p> <ul style="list-style-type: none"> <li>➤ On the basis of what you read in Paul's First Letter to the Corinthians and in the <i>Didache</i>, what would you say are the essential Christian beliefs and practices in the late 1st-early 2nd century A.D.?</li> </ul>
3/17	<b><u>LAST DAY TO DROP WITHOUT ACADEMIC PENALTY</u></b>	
3/18	DISCUSSION DAY	<p><b>DUE: Film Critique:</b> <i>Gladiator</i></p> <ul style="list-style-type: none"> <li>➤ Is this film historically accurate? If so, then provide evidence to prove your position. If not, then why do you think the filmmakers placed such little importance on historical accuracy?</li> </ul>
3/20	<b>Exam #2</b>	Administered through Blackboard. Students should bring their laptops to class.
3/23	<b>UNIT 2 – Monasteries and Castles</b> Decline and Fall of Empire: A New World	W 144-190
3/25	DISCUSSION DAY	
3/27	The Monastic Middle Ages	<p><b>DUE: Reading Response #7</b> - Monastic Texts, online at <a href="http://www.benedictine.edu/abbey/site2/rule.html">http://www.benedictine.edu/abbey/site2/rule.html</a>  <a href="http://www.fordham.edu/halsall/source/chart-cluny.html">http://www.fordham.edu/halsall/source/chart-cluny.html</a></p> <ul style="list-style-type: none"> <li>➤ After reading the Rule of St. Benedict, make a list of what seem to you to be the virtues most emphasized by Benedict and cite the passages which seem to you the best expressions of those virtues.</li> </ul>
3/30	Feudal Middle Ages	<p>W 191-204</p> <p><b>DUE: Reading Response #8</b> - Feudal Documents, CD 6.6 and online at <a href="http://www.fordham.edu/halsall/sbook1i.html#Feudalism">http://www.fordham.edu/halsall/sbook1i.html#Feudalism</a> (Read initial paragraphs and selections under "Oaths and Contracts" heading)</p> <ul style="list-style-type: none"> <li>➤ According to these contracts, what does a vassal typically have to do for his lord? What does the lord do for the vassal?</li> </ul>
4/1	DISCUSSION DAY	
4/3	Kingdoms and Countries	W 204-247
4/6	Synthesis: Church as State	<p>W 210-213</p> <p><b>DUE: Reading Response #9</b> - Papal Texts: <i>Election Decree, Dictatus Papae</i> = <a href="http://www.fordham.edu/halsall/source/papal-elect1059.html">http://www.fordham.edu/halsall/source/papal-elect1059.html</a>  <a href="http://www.fordham.edu/halsall/source/q7-dictpap.html">http://www.fordham.edu/halsall/source/q7-dictpap.html</a></p>

		➤ <i>After reading the Papal Texts identify ideas or beliefs that are used as bases for asserting papal supremacy.</i>
4/8	DISCUSSION DAY	
4/10	<b>NO CLASS - - GOOD FRIDAY</b>	
4/13	Medieval Mind	<p><b>DUE: Reading Response #10</b> - Dante, <i>Commedia</i> selections = <a href="http://www.assumption.edu/HTML/Academic/history/Hi118net/Unit_8.html">http://www.assumption.edu/HTML/Academic/history/Hi118net/Unit_8.html</a> (scheme in cross section of Ptolemaic universe)  <a href="http://www.chss.montclair.edu/english/furr/mel/ptolemaic.html">http://www.chss.montclair.edu/english/furr/mel/ptolemaic.html</a> (another illustration)  <a href="http://www.cimmay.net/divine_comedy/inferno">http://www.cimmay.net/divine_comedy/inferno</a> (<i>Inferno</i>, just read Canto I)  <a href="http://www.cimmay.net/divine_comedy/purgatorio">http://www.cimmay.net/divine_comedy/purgatorio</a> (<i>Purgatory</i>, scroll down and read Canto XVI)  <a href="http://www.cimmay.net/divine_comedy/paradiso">http://www.cimmay.net/divine_comedy/paradiso</a> (<i>Paradise</i>, scroll down and read Canto XXX)</p> <p>➤ <i>Dante, as the traveler in the Divine Comedy is lost, bewildered, and confused, but as he moves through the Inferno and Purgatory and into Paradise, everything is explained to him, he sees and learns to understand, and finally apprehends the all-embracing picture and meaning of things in God. What do you think is the message here concerning the purpose of human existence and the means by which we may achieve the divinely intended goal?</i></p>
4/15	DISCUSSION DAY	<p><b>DUE: Film Critique:</b> A Knight's Tale</p> <p>➤ <i>Is this film historically accurate? If so, then provide evidence to prove your position. If not, then why do you think the filmmakers placed such little importance on historical accuracy?</i></p>
4/17	<b>Exam #3</b>	Administered through Blackboard. Students should bring their laptops to class.
4/20	<p><b>UNIT 3 – Workshops and Counting Houses: The Early Modern Experience</b></p> <p>The European Middle Class</p>	W 220-223
4/22	DISCUSSION DAY	
4/24	From Petrarch to Pico	<p><b>DUE: Reading Response #11</b> - <a href="http://www.fordham.edu/halsall/source/petrarch-ventoux.html">http://www.fordham.edu/halsall/source/petrarch-ventoux.html</a>  <a href="http://www.fordham.edu/halsall/med/oration.html">http://www.fordham.edu/halsall/med/oration.html</a></p> <p>➤ <i>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.</i></p>
4/27	The Secular Perspective	<p><b>DUE: Reading Response #12</b> - Machiavelli, <i>The Prince</i> = <a href="http://www.fordham.edu/halsall/basis/machiavelli-prince.html">http://www.fordham.edu/halsall/basis/machiavelli-prince.html</a></p>

		<p>Read Introduction, Dedications, and Chapters 14-19</p> <ul style="list-style-type: none"> <li>➤ <i>What passages in The Prince, Chapters 14-19 reveal Machiavelli's view of people in general and the true ways of the world?</i></li> </ul>
4/29	DISCUSSION DAY	
5/1	Reformation: Luther	<p>W 260-265; 297-301</p> <p><b>DUE: Reading Response #13</b> - Luther, online readings =  Luther on faith:  <a href="http://www.iclnet.org/pub/resources/text/wittenberg/luther/luther-faith.txt">http://www.iclnet.org/pub/resources/text/wittenberg/luther/luther-faith.txt</a>  Luther's 95 Theses:  <a href="http://www.iclnet.org/pub/resources/text/wittenberg/luther/web/ninetyfive.html">http://www.iclnet.org/pub/resources/text/wittenberg/luther/web/ninetyfive.html</a>  (study guide for the 95 Theses that is very helpful:  <a href="http://www-personal.ksu.edu/~lyman/english233/sg-95ths.htm">http://www-personal.ksu.edu/~lyman/english233/sg-95ths.htm</a>)  Luther's Address to the Christian Nobility of the German Nation:  <a href="http://www.thenagain.info/Classes/Sources/Luther.html">http://www.thenagain.info/Classes/Sources/Luther.html</a></p> <ul style="list-style-type: none"> <li>➤ <i>After you have read the assigned readings through the 95 Theses, pick out 6 of the 95 theses that you think provide a quintessential statement of Luther's basic characteristic theological views and explain why they express Luther's views.</i></li> </ul>
5/4	Reformation: Calvin	W 301-311
5/5	<p><b>University follows Friday schedule; last day of classes</b></p> <p>Reformation:  England and  Elsewhere</p>	<p>Online reading at  <a href="http://www.fordham.edu/halsall/source/loyola-spirex.html">http://www.fordham.edu/halsall/source/loyola-spirex.html</a></p>
5/13	<b>Exam #4, 8 a.m. – 11 a.m.</b>	Administered through Blackboard. Students should bring their laptops to class.

\* This schedule is subject to change at the instructor's discretion.