

**Western Civilization 101-09 (GHP, GPM, GL, WI)  
Spring 2009  
Ancient Near East – the Protestant Reformation**

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**Introduction**

Welcome to the study of Western Civilization! This semester, each of the primary sources (documents written in the period under discussion) we will be examining will concern the religious, political, and/or social and cultural development of western society. In addition to examining the contributions of these documents to western culture, we will be looking at two other questions. 1) How do individuals in pre-modern society understand their places in the world and 2) How do these individuals understand their relationships to one another?

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 author and the nature of the source. All historical sources are not created equal; you'll need to make informed judgments about each of them. Since this is a history course, the topics of our discussions will be roughly chronological (beginning with Mesopotamian culture and ending with the Protestant Reformation), but we will be more concerned with analytical methods than with strict chronology. In other words, you will spend more time in this class reading and analyzing primary source materials than you will spend memorizing names and dates.

**Student Learning Outcomes**

At the end of the course you will be able to

- construct an analytical essay using related primary source material as evidence to support an argument in answer to a specific historical question.
- demonstrate familiarity with argumentative and comparative styles of writing about historical issues.
- explain the significance of terms (people, events, places, dates) in relation to the origins of social, political, and religious elements of modern western society
- understand the differences and similarities among ancient, medieval, and early modern western culture.

**Grade Breakdown**

Discussion	10%
Reading Journal	15%
First Essay	25%
Second Essay	25%
Third Essay	25%

### **Primary Sources (Required)**

Marvin Perry, et al. eds. *Sources of the Western Tradition: From Ancient Times to the Enlightenment*, 7<sup>th</sup> edition (Houghton Mifflin) ISBN978-0618958559.

Anonymous. *The Epic of Gilgamesh*, (Penguin Classics), ISBN 978-0140449198.

Plato. *The Last Days of Socrates*. (Penguin) ISBN 978-0140449280.

Anonymous. *Beowulf*. (Penguin) ISBN 978-140449310.

Machiavelli, Niccolo, *The Prince*, (Bedford/St. Martin's, 2004) ISBN 978-0312149789.

### **Secondary Source (Required)**

Spielvogel, Jackson, *Western Civilization, Volume I: To 1715*, 7th edition (Thomson Wadsworth 2006) ISBN 978-0495502869.

### **For Your Information**

**Attendance:** After you have missed two class periods for any reason, your final average for the course will be reduced by one percentage point (ie from 84 to 83) for each additional absence.

**Honor code:** Any violation of the honor code (such as plagiarism or cheating) will be dealt with according to UNCG's academic integrity policy. I am particularly concerned about plagiarism from the web. I do not want you to use websites for any of the writing assignments unless a particular website is specifically included as part of the assignment. The primary sources and the lectures will provide you with sufficient information to complete the assignments. For specific explanations about UNCG's academic integrity policy, see the Student Affairs website at <http://academicintegrity.uncg.edu/>.

**Assignment completion:** Failure to complete any part of the course – journals, discussions, or any of the three essays– will result in an “F” for the course.

**Computer use:** You are more than welcome to use your laptop computer to take notes and to look at websites to which I refer during lecture. I reserve the right, however, to ask you not to bring your computer to class if I discover that you have been using it for personal purposes (e-mail, shopping, web surfing, etc.) during class. Not only is this rude to me as the instructor, it's incredibly distracting to your fellow students.

### **Reading Advice**

Because most of these documents will be totally unfamiliar to you, I recommend taking notes on them as you read. It is also useful to write a brief summary (2-3 sentences) of each document so that you can remember the contents of each text for class discussion. Taking notes on the primary sources you will be writing papers on is especially important. It's much easier to note down important points as you read than it is to go back and find those points again once you've finished reading. Finally, I recommend reading each document more than once. Sometimes it will take two (or even three) readings for something to make sense to you. Because the amount of reading for our course is fairly small, you'll have plenty of time for re-reading.

## **Supplemental Reading**

In many cases, the supplemental readings will come from the on-line readers the Ancient History Sourcebook or the Internet Medieval Sourcebook. When the readings are to be found on-line, I have put a link in the syllabus. Occasionally, the supplemental reading will be in the form of a paper handout.

## **Blackboard**

Be sure to check on Blackboard (<https://blackboard.uncg.edu/webapps/portal/frameset.jsp>) for course announcements, assignments, and links to important websites.

## **Adverse Weather Conditions**

If you think that the university might be closed due to inclement 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)). If the university is open, I will hold class.

## **Discussion Preparation and Writing Assignments**

For the purposes of evaluation (grading), we will focus on two interrelated skills. The first, active discussion of the material, requires reading the material before the day of the lecture with which it is connected so that you can contribute both comments and informed questions to the discussion.

Because this is a writing intensive (WI) course, we will also be exploring a wide variety of ways to write about history. Each of the writing assignments will aid you in becoming a better interpreter of the primary sources left to us by pre-modern people.

**Journal:** For each reading assignment, I will give you a question for which you will write a one- or two-paragraph typed answer. You will need to bring these answers to class every day although I will only collect them from time to time. We will use the questions as jumping off points for our discussions of the primary sources we will read.

**3 essays of 4-5 pages:** These essays allow students to focus on two of the forms of writing practiced by historians – argument and comparison. The first draft of the first essay will be returned to the students with comments (and no grade). Each student will be required to meet with the instructor to outline the changes he/she will make in the final version of this first essay. Students may submit the second and third essays one week before the due date to receive the instructor's comments and advice, but multiple drafts of these two essays will not be required.

## **Lectures and Readings**

### **Section I: The Ancient World**

Wednesday, January 21: Introductions – What is *civilization*?

Monday, January 26: Mesopotamia: The Beginnings of Western Civilization

Primary Source Readings: *Gilgamesh*, 1-54.

Secondary Source Readings: Spielvogel, Chapter 1,1-15.

Wednesday, January 28: Mesopotamia: The *Epic of Gilgamesh*  
Primary Source Readings: *Gilgamesh*, 54-99.

Monday, February 2: Egypt: the Nile & the Pharaoh  
Primary Source Readings: Perry, Chapter 1, 10-16.  
Secondary Source Readings: Spielvogel, Chapter 1, 15-28.

Wednesday, February 4: Creation Narratives of the Ancient Near East  
Primary Source Readings: Perry, Chapter 1, 21-22; Chapter 2, 26-28.

Monday, February 9: Hammurabi and Exodus  
Primary Source Readings: <http://www.fordham.edu/HALSALL/ancient/hamcode.html>; Exodus 19-23.  
Secondary Source Readings: Spielvogel, Chapter 2, 34-42.

Wednesday, February 11: Archaic Greece & Homer's *Iliad*  
Primary Source Readings:  
<http://classics.mit.edu/Homer/iliad.html>, Books 1 and 24.  
Secondary Source Readings: Spielvogel, Chapter 3, 55-69.

Monday, February 16: The Classical Age of Greece: 5<sup>th</sup>-century Athens  
Primary Source Readings: Perry, Chapter 3, 53-54; 57-59; 62-64; 70-74; Plato, *Apology*, 31-70; Plato, *Crito*, 73-96.  
Secondary Source Readings: Spielvogel, Chapter 3, 69-86.

Wednesday, February 18: Rome: The Republic  
Primary Source Readings: Perry, Chapter 4, 99-118.  
Secondary Source Readings: Spielvogel, Chapter 5, 113-134.  
*First draft of first essay due (Hammurabi & Exodus)*

Monday, February 23: Rome: End of Republic, Beginning of Empire  
Primary Source Readings: Perry, Chapter 4, 119-124; Chapter 5, 125-140.  
Secondary Source Readings: Spielvogel, Chapter 5, 134-144; Chapter 6, 147-170.

Wednesday, February 25: Early Christianity: Jesus & St. Paul  
Primary Source Readings: Perry, Chapter 6, 162-165; 182-183.  
Secondary Source Readings: Spielvogel, Chapter 6, 170-177.

Monday, March 2: Early Christianity: Creeds & Monasticism  
Primary Source Readings: Perry, Chapter 6, 171-177.  
Secondary Source Readings: Spielvogel, Chapter 7, 195-201.  
*Final Draft of First Essay Due.*

## **Section II: The Middle Ages**

Wednesday, March 4: Byzantium: the Roman Legacy in the East  
Primary Source Readings: Perry, Chapter 7, 192-197.  
Secondary Source Readings: Spielvogel, Chapter 7, 201-206.

Monday, March 9: Spring Break. No class.

Wednesday, March 11: Spring Break. No class.

Monday, March 16: The Appearance of Islam

Primary Source Readings: Perry, Chapter 7, 197-203; *Beowulf*, 3-58.

Secondary Source Readings: Spielvogel, Chapter 7, 206-211.

Wednesday, March 18: Beowulf

Primary Source Readings: *Beowulf*, 58-113.

Monday, March 23: The Franks & Charlemagne

Primary Source Readings: Perry Chapter 7, 205-212.

Secondary Source Readings: Spielvogel, Chapter 7, 187-191; Chapter 8, 213-228.

Wednesday, March 25: The Feudal Contract

Primary Source Readings: Perry, Chapter 7, 213-214;

<http://www.fordham.edu/halsall/source/agreement.html>

Secondary Source Readings: Spielvogel, Chapter 8, 228-231.

*Second essay due (Beowulf)*

Monday, March 30: The Investiture Controversy.

Primary Source Readings: Perry, Chapter 8, 227-228; <http://www.fordham.edu/halsall/source/g7-reform2.html>

<http://www.fordham.edu/halsall/source/henry4-to-g7a.html>

<http://www.fordham.edu/halsall/source/g7-ban1.html>

<http://www.fordham.edu/halsall/source/g7-ban1.html>

Secondary Source Readings: Spielvogel, Chapter 10, 284-286.

Wednesday, April 1: The First Crusade

Primary Source Readings: Perry, Chapter 8, 229-233; Handout, 4 Accounts of the First Crusade

Monday, April 6: Women in the High Middle Ages

Primary Source Readings: Perry, Chapter 8, 249-258; Handout – 12<sup>th</sup>-century marriage legislation.

Wednesday, April 8: Statebuilding: England and the Papacy

Primary Source Readings:

<http://www.fordham.edu/halsall/source/mcarta.html>

Secondary Source Readings: Spielvogel, Chapter 10, 271-276; 286-287.

Monday, April 13: Crises of the 14<sup>th</sup> century: the four horsemen of the Apocalypse

Primary Source Readings: Perry, Chapter 8, 265-271.

Secondary Source Readings: Spielvogel, Chapter 11, 308-318.

Wednesday, April 15: the Decline (and Fall?) of the Papacy

Primary Source Readings: Perry, Chapter 8, 271-273.

Secondary Source Readings: Spielvogel, Chapter 11, 322-326.

### **Section III: Early Modern Europe**

Monday, April 20: Italian Renaissance Art & Literature: Petrarch & Leonardo

Primary Source Readings: Perry, Chapter 8, 273-280; Chapter 9, 282-289; 295-300.

Secondary Source Readings: Spielvogel, Chapter 12, 337-343; 355-361.

Wednesday, April 22: Machiavelli and *the Prince*

Primary Source Readings: Machiavelli, *The Prince*, 39-123.

Secondary Source Readings: Spielvogel, Chapter 12, 344-355.

Monday, April 27: The Protestant Reformation: Luther

Primary Source Readings: Perry, Chapter 10, 307-322.

Primary Source Readings: Spielvogel, Chapter 13, 373-383.

Wednesday, April 29: The Protestant Reformation: Calvin & Zwingli

Primary Source Readings: Perry, Chapter 10, 322-324; Handout, Calvin.

Secondary Source Readings: Spielvogel, Chapter 13, 391-392.

Monday, May 4: the Council of Trent & the Counter-Reformation

Primary Source Readings: Perry, Chapter 10, 324-328.

Secondary Source Readings: Spielvogel, Chapter 13, 395-399.

Monday, May 11: Third essay (*Machiavelli*) due in my office (MHRA 2102) by 3:30.