

WCV 101-5 and 6

Autumn 2003

**Western Civilization, c. 3500 B.C.-c. 1650 A.D.**

WCV 101-5: T-Th, 2:00-3:15, Rm. 206 Bryan  
WCV 101-6: T-Th, 11:00-12:15, Rm. 228 McKiver

**Professor:** Chad Ludington.

E-mail: ccluding@uncg.edu Office: Rm. 223 McKiver Phone: (336) 334-5732

**Office Hours:**

Thursdays 3:30-4:30 and by appointment. I'll be around at other times and encourage you to come by my office if you're having trouble with the class, enjoying the class or just want to talk. Discussion of class material over lunch can also be very enjoyable and I hope some of you will consider joining me from time to time. I'll announce the days when I'm available for lunch and where I'll be eating. On a personal note, I have an acquired hearing loss which may cause me to ask you to repeat yourself on occasion. It is advisable to make eye contact with me and to announce clearly when speaking to ensure I have heard you. Be patient with me. I may look like your older brother, but I hear like your grandfather.

**Course content and goals:**

This course is an introduction to some of the major events, themes and people in Western Civilization from its Middle Eastern and North African origins through the pivotal seventeenth century. To be sure, there is so much that could be included in a course of this scope that any approach we take will of necessity be highly selective. That said, this course is not driven by a single theme or a particular approach to history (political, social, cultural, gender, economic, etc.). Rather, the material that is included in this course is meant to assist you in comprehending the interconnectedness of these different approaches to understanding the past. Put another way, I hope that through this course you will begin to understand the richness of the human past--and specifically the Western past--and to begin to see just how complex, variable, creative, contingent, dreadful and wonderful it has been.

Along with the richness of the past (and therefore, the present), there are two other ideas that I hope you will begin to think about and appreciate during the course of the semester, both of which fall under the category of thinking historically, or perhaps more aptly, thinking about HISTORY. What, indeed, do historians do and why does thinking historically matter? First, throughout the course we will be addressing the dynamic of continuity and change. How much stays the same and what patterns do we see occurring over and over again across time and space? What things are fundamentally new and different and how are new and different things created, invented or conceived? These are fundamental questions for historians and questions that help us not, I should stress, to predict the future, but to understand who we are as a nation, a culture, a group, and how

we have arrived where we are. You should be thinking about continuity and change throughout the course of the semester, and hopefully, beyond. Second, thinking and writing about history entails a perpetual dialogue between trying to understand what actually happened, what we can know for certain, and how that past has is represented by the sources we use, both primary and secondary. Thus, throughout this course we will be asking the fundamental metaphysical and epistemological questions, but at the level of history: What do we know? What can we know? Who told us? What was his/her agenda? What cultural norms inform our knowledge? And what, in light of these questions and the answers to them, should we learn anew?

### **Class ground rules:**

1. Nothing will be accepted late and no make-up exams will be allowed without documentation of illness or emergency.
2. All cell phones should be turned off during class.
3. No music playing devices are allowed in the classroom.
4. Excepting water in bottles, no food or drink is permitted in class.
5. No talking during the lecture.
6. Come to class with the reading done, listen and take notes with an emphasis on the key ideas and events. I will usually tell you what those are. Ergo, listen carefully.
7. Read and follow the UNCG Academic Integrity Policy in the *Policies for Students Handbook*. Taking this class implies your acceptance of its provisions.

### **Required texts:**

Spielvogel, Jackson J., *Western Civilization, vol. I*, 5th ed. (Wadsworth, Belmont, CA, 2003). I will refer to this text as "Spielvogel."

Perry, Marvin, Joseph R. Peden and Theodore H. Von Laue, eds., *Sources of the Western Tradition, vol. I: From ancient times to the Enlightenment*, 5th ed. (Houghton Mifflin, Boston, 2003). I will refer to this text as "Perry."

Davis, Natalie Zemon, *The Return of Martin Guerre* (Harvard, Cambridge, MA, 1983). I will refer to this text as "Martin Guerre."

**Professor's sympathy and advice:** I realize that textbooks are expensive but I urge you, if humanly possible, to purchase each book (forego a pizza, a concert, a case of your favorite beverage and/or six trips to Starbuck's and you'll have saved enough money right there). This is a reading intensive course. If you own the books you are more likely to keep up with the reading schedule and to review what you've read. As a result, you are more likely to do better on the quizzes and to get more out of the class lectures and the course as a whole. If you truly cannot afford to buy the class textbooks, they will be available at the library on reserve.

**To repeat, this is a reading intensive course.** Outside of a mid-term, a final exam and two or three pop-quizzes, you will have only one 3-5 page writing assignment. However, in addition to attending class twice a week for one hour and fifteen minutes, you will have approximately 1.5 to 2 hours of reading in preparation for each class. If you do not finish the reading the night before each class you will find the lectures less interesting, not do well on the pop-quizzes and quickly become overwhelmed in trying to catch up. **Indeed, one of the primary goals of this class is to teach you how to read a great deal of material quickly, and to get the main point(s).** I should add, if somewhat pendentically, that this skill, important for almost all your college classes, is also particularly important in the current "information age." There is so much material to read and absorb that if you do not learn how quickly to separate the wheat from the chaff, you will be ill-equipped to face the challenges of a free-market society. Such are the breaks of living in a Western Civilization in the twenty-first century!

In doing the reading for this class, your goal should be to understand the larger issues while actively trying to remember the details (names, dates, circumstances, etc.). **But do not get bogged down in the details.** You will learn many of the details over time through a combination of doing your reading, attending class and reviewing for your exams. **It is far more important that you get the larger point or significance of what the author/artist is trying to say.** To this end, taking notes in the margins of your books (although not if it is a library copy!) will be helpful. Specifically, read the introduction to each section (it will often tell you what the point(s) of the reading is) and try to summarize the point of each excerpt or chapter section in a sentence or two before moving on. After the lecture, if you have already done the reading and highlighted the main points, you should return to your texts in order to clarify the meaning of important events and people. You will never understand or remember all of the material in only one reading (that's okay, no one does), so get the big picture the first time and gradually fill in with the details as you return repeatedly to the text. And remember, the more you apply yourself to your texts at the time of the relevant lecture, the less reviewing you will have to do before the exams.

Inevitably, even if you follow the above advice exactly, you will have questions regarding course content. You should, it can be very complicated. Consequently, at the end of every class you will be given a few minutes to write down any questions you might have and hand them to me (you may also hand me questions regarding past lectures/reading at the beginning of each class). **I will begin the next class by answering those questions before beginning that day's lecture.** This method of answering questions should allow us to clarify critical issues and yet remain on schedule, as there is a tremendous amount of material to cover (almost 5,000 years' worth!).

### Course Requirements:

1. Class attendance. Roll will be taken before every class. More than three absences and you will lose half a grade. More than five absences and you will fail the class. Exceptions to this policy will only be honored with excused absences written by UNCG officials.
2. Approximately 1.5 to 2 hours of reading before each class. 30 minutes of review after each class. Total time for class attendance and reading = approx. 7-8 hours per week. If you devote this amount of time to the class, you will do well.
3. Two or three pop-quizzes to be held at the beginning of class. The lowest of these grades will be dropped. There are no make-ups. If you miss a quiz your grade is an "F" and, if it is the only quiz you've missed, that grade will be dropped. Should you miss two quizzes, one "F" will be kept on your record. (10% of grade)
3. One mid-term examination on October 9 for both sections. (25% of grade)
4. One 3-5 page paper on *The Return of Martin Guerre* (both the book and the film). (25% of grade). See below for more details
5. One final examination (40% of grade): The final exam will be cumulative, i.e. it will cover material from the whole semester, although post-mid-term material will be emphasized. Exam times are as follows:
  - Section 5, Wed. December 17 from 3:30 to 6:30.
  - Section 6, Tues. December 16 from 12:00 to 3:00.
 NB: each section will receive a unique version of the final exam.

**Martin Guerre paper:** Due at the beginning of class on November 25 (the Tuesday prior to Thanksgiving). This 3-5 page paper will be based on your reading the book and watching the film (in class). The paper should be double-spaced, in 12-point type, preferably "Times" or "Times New Roman." A title page with your name and section number should be attached. You are free to choose the title of your paper, however, your paper must address one of the following themes: 1) the lives of women and domestic relationships 2) economic and/or religious influences on social relations 2) different social groups' relationships to the legal process. **Furthermore**, your paper must address the different ways in which history can be interpreted in both text and film, and discuss each media's strengths and weaknesses. Many Americans get their knowledge of history today from films, most of which pay little attention to the known past (witness the historically abominable *Braveheart*, *The Patriot*, etc.). *The Return of Martin Guerre* is a historically responsible film. Nevertheless, by reading the book and watching the film you are meant to reflect upon, in particular, what film can and cannot do in representing past events.

### **Class Schedule and Reading:**

19 Sept.: Introduction

21 Aug.: Sumer and Egypt

Spielvogel, intro and 1-29; Perry, prologue, 2-7, 9-15, 17-18.

26 Aug.: Hebrews and minor empires of the Fertile Crescent

Spielvogel, 30-49; Perry, 28-41, 19-25.

28 Aug.: Dark Age Greece

Spielvogel, 50-55 (including Homer box); Perry, 46-54.

2 Sept.: Sparta, Athens and the Greek Polis

Spielvogel, 55-69, 77-80; Perry, 68-71.

4 Sept: Greek Culture: Architecture, Drama and the birth of History

Spielvogel, 69 (reread Thucydides box)-74; Perry, 59-67, 54-56, 71-76.

9 Sept.: Greek Religion and Philosophy: Plato and Aristotle

Spielvogel, 74-77; Perry, 56-59, 76-90.

11 Sept.: Alexander and the Hellenistic World

Spielvogel, 82-101; Perry, 90-98.

16 Sept.: The Origins of Rome and the Roman Republic

Spielvogel, 103-112; Easy reading night. Catch up if you're behind.

18 Sept.: Roman Imperialism and the Culture of the Roman Republic

Spielvogel, 112-131; Perry, 100-120.

23 Sept.: Imperial Rome and the Pax Romana

Spielvogel, 133-154; Perry, 120-152.

25 Sept.: Jesus, the New Testament and the emergence of the Christian Church

Spielvogel, 154-159; 164-175.

30 Sept.: Late Antiquity: Emperors, Barbarians and the emergence of Germanic Kingdoms

Spielvogel, 159-169; Perry, 152-162.

2 Oct.: The Catholic Church and Christian Culture in Late Antiquity and the "Dark Ages"

Spielvogel, 170-179; Perry, 175-188, 190-193.

- 7 Oct.: Schedule adjustment day and review for mid-term.  
Review your reading. Submit your written questions by the beginning of class.
- 9 Oct.: **Mid-Term Examination**
- 14 Oct.: no class, fall break
- 16 Oct.: Byzantium and Islam  
Spielvogel, 179-189, 209-215; Perry, 196-207.
- 21 Oct.: Germanic Kings, Charlemagne and the Carolingian Renaissance  
Spielvogel, 190-209, 215 (conclusion); Perry, 207-214.
- 23 Oct.: The Expansion of Europe and the Age of Chivalry  
Spielvogel, 217-232; Perry, 215-225.
- 28 Oct.: Medieval Political Models: Contingency breeds diversity  
Spielvogel, 243-255; Perry, 261-264; Begin reading *Martin Guerre*
- 30 Oct.: Scholastic and Vernacular Culture in the High Middle Ages  
Spielvogel, 232-242; Perry, 226, 229-241, 252-261, 271-278.
- 4 Nov: **Election Day. Take part in a Western tradition by voting.**  
The context of the Renaissance and the Renaissance Problem  
Spielvogel, 273-300; Perry, 264-271; Continue reading *Martin Guerre*
- 6 Nov.: The Italian Renaissance and the Tramontane Renaissance  
Spielvogel, 302-334; Perry, 280-303; 305-310.
- 11 Nov.: **Veteran's Day in US; Armistice Day in Western Europe (similar idea but much more honored).** The Protestant Reformations: Luther and Calvin  
Spielvogel, 336-356; Perry, 310-323; Continue reading *Martin Guerre*.
- 13 Nov.: Catholic Reforms and the late-sixteenth century Wars of Religion  
Spielvogel, 356-366; Perry, 323-329; Continue reading *Martin Guerre*.
- 18 Nov.: Film, *The Return of Martin Guerre*  
Continue reading *Martin Guerre*.
- 20 Nov.: Film, *The Return of Martin Guerre* and class discussion  
Finish reading *Martin Guerre*.
- 25 Nov.: **Martin Guerre paper due at the beginning of class.**  
European Exploration and the beginnings of a World Economy.  
Spielvogel, 368-398; Perry, 331-352.

27 Nov.: No class. Thanksgiving. Enjoy.

2 Dec.: Crisis and Response in the early-seventeenth century: Continuity and Change  
Spieltvogel, 400-416, 424-436; Perry, 352-373.

4 Dec.: The Scientific Revolution of the Seventeenth Century. Conclusion of class.  
Spieltvogel, 438-461; Perry, 375-396.

16 Dec.: **Final Exam, section 6, 12:00-3:00.**

17 Dec.: **Final Exam, section 5, 3:30-6:30.**