

Western Civilization 101
Spring 2003
Ancient Near East – the Protestant Reformation

MWF 9:00 – 9:50
McIver 232

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Welcome to the study of Western Civilization! This semester we will use critical thinking skills to analyze and evaluate primary source documents (those written during the period under discussion). Each week we will analyze a set of documents concerning a specific historical question, and in addition to answering questions particular to each set of documents we will address in some detail the question of the individual's relationship to the society in which he or she lives. Of particular interest will be an individual's understanding of his or her place in the world and in society and his or her relationships with others in that society. In order to make good oral and written evaluations of the sources, 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.

For the purposes of evaluation (grading), we will focus on three interrelated skills. The first, active discussion of the materials, involves reading the material before the day of the discussion so that you can contribute both comments and informed questions to that discussion. The second, identification questions, focuses on accurately identifying a term (person, place, idea, date) and relating that term to a larger theme of the course using both information from lecture and primary source evidence when possible. Periodically, you will have to write a one-page identification at the beginning of discussion. Identification questions will appear on the in-class portions of the two midterms and the final. The third skill, creation of an analytical essay, will form the major part of all three of the exams and will be written at home. For this exercise, you will build an argument in a 3-4 page essay which answers a question I have posed, again using primary source material wherever possible. You will write one essay for each of the midterms and three essays for the final. Further instructions will accompany each assignment.

Student Learning Outcomes

At the end of the course you will be able to:

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

Regulations

Attendance: If you miss more than six classes, you will automatically fail the course.

Honor code: Any violation of the honor code (such as plagiarism or cheating) will automatically result in a failure for the course and possible academic discipline, i.e. suspension or expulsion.

Assignment completion: Failure to complete any part of the course – in-class identifications/discussions, first midterm, second midterm, or final – will result in an “F” for the course.

Grade Breakdown

Discussion and In-Class Identifications	20%
First Midterm	25%
Second Midterm	25%
Final	30%

Books

Required – Wiesner, Merry, Julius Ruff, and William Wheeler. *Discovering the Western Past. A Look at the Evidence. Volume I: To 1789*. Houghton Mifflin (New York: 2000). 4th edition. ISBN 0-395-97613-8.

Recommended – Spielvogel, Jackson J. *Western Civilization Volume I to 1715*. Wadsworth Thomson Learning (2003). 5th edition. ISBN 0-534-60007-7.

Lecture Topics and Reading Assignments (Readings are listed before the week to which they refer.)

Readings: Wiesner, Chapter 1 – “The Need for Water in Ancient Societies) pp. 1-19 (Spielvogel, Chapter 1, pp. 6-16)

Monday, January 13 – Introductions – What is *civilization*?

Wednesday, January 15 – Mesopotamia – *Discussion*

Friday, January 17 – Hammurabi & Gilgamesh

Readings: Handout “The Code of Hammurabi and the Book of Exodus” (Spielvogel, Chapter 2, pp. 30-37)

Monday, January 20 – Martin Luther King, Jr. Day – no class

Wednesday, January 22 – the Hebrew covenant

Friday, January 24 – Ancient Law – Hammurabi & Exodus – *Discussion*

Readings: Wiesner, Chapter 2 – “The Ideal and the Reality of Classical Athens” pp. 20-42 (Spielvogel, Chapter 1, pp. 16-24 & Chapter 3, pp. 53-70)

Monday, January 27 – Egypt: the Nile

Wednesday, January 29 – Archaic Greece: Homer & the Greek Pantheon

Friday, January 31 – Classical Greece: 5th century Athens – *Discussion*

Readings: Wiesner, Chapter 4 – “Philosophy and Faith: The Problem of Ancient Suicide” pp. 66-97 (Spielvogel, Chapter 4, pp. 82-87)

Monday, February 3 – Classical Greece: The Peloponnesian War

Wednesday, February 5 – Hellenistic Greece: Alexander’s Quest for Greatness

Friday, February 7 – Ethics in the Ancient World – *Discussion*

Readings: Wiesner, Chapter 3 – “The Achievements of Augustus” pp. 43-65 (Spielvogel, Chapter 5, pp. 103-131)

Monday, February 10 – SPQR: the Ideal of the Roman Republic

Wednesday, February 12 – End of Republic, Beginning of Empire

Friday, February 14 – The Principate of Augustus – *Discussion*

Readings: Handout – “Women in Early Christianity” (Spielvogel, Chapter 6, pp. 154-159)

Monday, February 17 – Christianity: Jesus & Paul

Wednesday, February 19 – Women in Early Christianity – *Discussion*

Friday, February 21 – First Midterm

Readings: Wiesner, Chapter 5 – “Slave Law in Roman and Germanic Society” pp. 98-124 (Spielvogel, Chapter 7, pp. 162-169 & Chapter 8, pp. 190-200)

Monday, February 24 – Germanic Peoples: the Franks

Wednesday, February 26 – *Renovatio Romani imperii*: the empire of Charlemagne

Friday, February 28 – Slaves in Roman & Germanic Society – *Discussion*

Readings: Handout “Early Medieval Monasticism” (Spielvogel, Chapter 7, 172-176 & 179-188)

Monday, March 3 – Byzantium: the Roman Legacy in the East

Wednesday, March 5 – The Appearance of Islam

Friday, March 7 – Early Medieval Monasticism – *Discussion*

Monday, March 10 – **Spring Break** – **no class**

Wednesday, March 12 – **Spring Break** – **no class**

Friday, March 14 – **Spring Break** – **no class**

Readings: Wiesner, Chapter 6 – “The Development of the Medieval State” pp. 125-149 and Handout – “Magna Carta” (Spielvogel, Chapter 8, pp. 203-209 & Chapter 10, pp. 244-252)

Monday, March 17 – Lordship: Political & Economic Systems

Wednesday, March 19 – Medieval State Development

Friday, March 21 – Lords & Vassals – *Discussion*

Readings: Wiesner, Chapter 7 – “Life at a Medieval University” pp. 150-175 (Spielvogel, Chapter 9, pp. 225-236 & Chapter 10, pp. 264-270)

Monday, March 24 – Medieval Economic Expansion – Growth of Towns

Wednesday, March 26 – The Crusades

Friday, March 28 – Medieval Universities – *Discussion*

Readings: Web documents – “Papacy v. Empire” (Spielvogel, Chapter 9, pp. 222-225 & 236-240 & Chapter 10, p. 256)

Monday, March 31 - Women & the Family in the High Middle Ages

Wednesday, April 2 – Gothic Art & Courtly Love

Friday, April 4 – Papacy v. Empire – *Discussion*

Readings: Wiesner, Chapter 9 – “Lay Piety and Heresy in the Late Middle Ages” pp. 199-224 & Handout – “Fourth Lateran Council” (Spielvogel, Chapter 10, pp. 257-264 & Chapter 11, pp. 289-292)

Monday, April 7 – Innocent III: Papal Monarchy

Wednesday, April 9 – Lay Piety & Heresy – *Discussion*

Friday, April 11 – Late Medieval Papacy

Readings: (Spielvogel, Chapter 11, pp. 274-284)

Monday, April 14 – 14th Century Crises: Plague, War, & Famine

Wednesday, April 16 – Second Midterm

Friday, April 18 – **Spring Holiday** – **no class**

Readings: Wiesner, Chapter 10 – “The Renaissance Man and Woman” pp. 225-247 (Spielvogel, Chapter 12, pp. 303-326)

Monday, April 21 – Renaissance Culture: Literature, Art, & Architecture

Wednesday, April 23 – Renaissance Education – *Discussion*

Friday, April 25 – Renaissance Politics: Machiavelli

Readings: Wiesner, Chapter 11- “Pagans, Muslims, and Christians in the Mental World of Columbus” pp. 248-284 (Spielvogel, Chapter 13, pp. 340-353)

Monday, April 28 – Columbus & the Age of Exploration – *Discussion*

Wednesday, April 30 – Martin Luther: Founder of the Protestant Reformation?

Friday, May 2 – The Spread of the Reformation: John Calvin & Ulrich Zwingli

Readings: Wiesner, Chapter 12 – “The Spread of the Reformation” pp. 285-308 and Handouts “Luther and Calvin” & “Council of Trent”

Monday, May 5 – Further Reforms: The Cases of England & the Catholic Hierarchy

Tuesday, May 6 – Reminiscences and Review

Friday, May 9 – Final – 8:00 – 11:00 a.m.