

**Western Civilization 101**  
**Fall 2002**  
**Ancient Near East – the Protestant Reformation**

MWF 1:00 – 1:50  
McIver 222

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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.

Because this is a writing intensive course (WI), you will be required to produce a variety of written materials. Three times during the semester I will collect your class notes and comment on them in order to see how well you are recording the information I impart to you. You will also write six one-page essays in response to questions about the primary source readings to help you to see how historians evaluate such materials. (These assignments will be graded). From time to time throughout the semester, I will begin discussion by posing a question on which you will write for five minutes. (These timed writings will not be graded). Both the take-home and the in-class short writing assignments will serve as springboards for discussion. Participating in class discussions can only help your grade. Remember that you don't always have to know a particular answer to participate in discussion. Asking an informed question is also a form of participation. In addition to these shorter writing assignments, you will produce several essays for the take-home midterm and take-home final. You will also write a term paper due during the second half of the semester. This assignment will be a longer exploration of a particular historical question, and I will require that you submit it to me twice – once for comment & once for evaluation (grading).

## **Student Learning Outcomes**

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

- read and analyze primary source documents
- synthesize appropriate information from primary source documents to answer a particular historical question
- understand the differences and similarities among ancient, medieval, and early modern western culture

At the end of the course you will have:

- mastered the content of lectures and readings
- become aware of the origins of social, political, and religious elements of modern western society

## **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 – note taking, short writing assignments, midterm, term paper, or final – will result in an “F” for the course.

## **Grade Breakdown**

Discussion and Short Writing Assignments	20%
Midterm Essays	20%
Term Paper	30%
Final Essays	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). 4<sup>th</sup> edition. ISBN 0-395-97613-8.

**Recommended** – Spielvogel, Jackson J. *Western Civilization Volume I to 1715*. Wadsworth Thomson Learning (1999). 4<sup>th</sup> edition. ISBN 0-534-56836-X.

**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. 2-16)

**Monday, August 19** – Introductions – What is *civilization*?

**Wednesday, August 21** – Mesopotamia - *Discussion*

**Friday, August 23** –Hammurabi & Gilgamesh

Readings: Handout “The Code of Hammurabi and the Book of Exodus” (Spielvogel, Chapter 1, pp. 16-25 & Chapter 2, pp. 33-40)

**Monday, August 26** – Egypt: the Nile

**Wednesday, August 28** – the Hebrew covenant

**Friday, August 30** – Ancient Law – Hammurabi & Exodus - *Discussion*

**Monday, September 2** – **Labor Day** – no class

Readings: Wiesner, Chapter 2 – “The Ideal and the Reality of Classical Athens” pp. 20-42 (Spielvogel, Chapter 3, pp. 55-70 & 78-84)

**Wednesday, September 4** – Archaic Greece: Homer & the Greek Pantheon

**Friday, September 6** – Classical Greece: A Cultural Flowering - *Discussion*

Readings: Wiesner, Chapter 4 – “Philosophy and Faith: The Problem of Ancient Suicide” pp. 66-97 (Spielvogel, Chapter 3, pp. 70-77 & Chapter 4, pp. 94-101)

**Monday, September 9** – Classical Greece: The Peloponnesian War

**Wednesday, September 11** – Hellenistic Greece: Alexander’s Quest for Greatness

**Friday, September 13** – Ethics in the Ancient World - *Discussion*

Readings: Wiesner, Chapter 3 – “The Achievements of Augustus” pp. 43-65 (Spielvogel, Chapter 5, pp.118-142 & Chapter 6, pp. 147-152)

**Monday, September 16** – SPQR: The Ideal of the Roman Republic

**Wednesday, September 18** – End of Republic, Beginning of Empire

**Friday, September 20** - The Principate of Augustus - *Discussion*

Readings: Handout – “Women in Early Christianity” (Spielvogel, Chapter 6, pp. 170-175)

**Monday, September 23** – Mystery Cults in the Ancient World

**Wednesday, September 25** – Christianity: Jesus & Paul

**Friday, September 27** – Women in Early Christianity - *Discussion*

**Monday, September 30** – Midterm due – no class

Readings: Wiesner, Chapter 5 – “Slave Law in Roman and Germanic Society” pp. 98-124 (Spielvogel, Chapter 7, pp. 185-193 & Chapter 8, pp. 209-219)

**Wednesday, October 2** – Germanic Peoples: the Franks

**Friday, October 4** – *Renovatio Romani imperii*: the empire of Charlemagne - *Discussion*

Readings: Handout “Early Medieval Monasticism” (Spielvogel, Chapter 7, pp. 194-207)

**Monday, October 7** – Byzantium: the Roman Legacy in the East

**Wednesday, October 9** – Early Medieval Monasticism - *Discussion*

**Friday, October 11** – The Appearance of Islam

**Monday, October 14** – **Fall Break** – no class

Readings: Wiesner, Chapter 6 – “The Development of the Medieval State” pp. 125-149 and Handout – “Magna Carta” (Spielvogel, Chapter 8, pp. 222-227 & Chapter 10, pp. 282-291)

**Wednesday, October 16** – Lordship: Political & Economic Systems

**Friday, October 18** – Medieval State Development: France & England - *Discussion*

Readings: Wiesner, Chapter 7 – “Life at a Medieval University” pp. 150-175 (Spielvogel, Chapter 9, pp. 257-263 & Chapter 10, pp. 266-279)

**Monday, October 21** – The Crusades

**Wednesday, October 23** – Medieval Universities: England, France, & Italy - *Discussion*

**Friday, October 25** – Medieval Economic Expansion – Growth of Towns

Readings: Web documents – “Papacy v. Empire” (Spielvogel, Chapter 10, pp. 279-282 & Chapter 9, pp. 245-248)

**Monday, October 28** – Gothic Art & Courtly Love

**Wednesday, October 30** – Papacy v. Empire - *Discussion*

**Friday, November 1** – Women & the Family in the High Middle Ages

Readings: Wiesner, Chapter 9 – “Lay Piety and Heresy in the Late Middle Ages” pp. 199-224 (Spielvogel, Chapter 9, pp. 245-248 & 252-255)

**Monday, November 4** – Innocent III: Papal Monarchy

**Wednesday, November 6** – Heresy – Albigensians & Waldensians

**Friday, November 8** – Lay Piety – Margery Kempe - *Discussion*

Readings: Wiesner, Chapter 10 – “The Renaissance Man and Women” pp. 225-247  
(Spielvogel, Chapter 11, pp. 296-309 & 312-315 & Chapter 12, pp. 326-327 & 338-345)

**Monday, November 11** – Late Medieval Papacy

**Wednesday, November 13** – 14<sup>th</sup> Century Crises: Plague, War, & Famine

**Friday, November 15** – Renaissance Education – *Discussion*

Readings: Wiesner, Chapter 11 – “Pagans, Muslims, and Christians in the Mental World of Columbus” pp. 248-284 (Spielvogel, Chapter 12, pp. 334-338 & 345-352 & Chapter 14, pp. 392-397)

**Monday, November 18** – Renaissance Politics: Machiavelli

**Wednesday, November 20** – Renaissance Culture: Literature, Art, & Architecture

**Friday, November 22** – The Age of Exploration - *Discussion*

**Monday, November 25** – Martin Luther: Founder of the Protestant Reformation?

**Wednesday, November 27** – **Thanksgiving Holiday – no class**

**Friday, November 29** – **Thanksgiving Holiday – no class**

Readings: Wiesner, Chapter 12 – “The Spread of the Reformation” and Handout – “Luther and Calvin” (Spielvogel, Chapter 13, pp. 362-390)

**Monday, December 2** – The Spread of the Reformation: John Calvin

**Wednesday, December 4** – The English Reformation

**Friday, December 6** – The Catholic/Counter Reformation - *Discussion*

**Monday, December 9** – Reminiscences: Individuals in Society

**Wednesday, December 11** – **Final due 3:30 p.m. in my office**

### **Assignment Schedule**

**Friday, August 30** – Short Writing Assignment Due – Question – “Why should one obey the laws of Hammurabi? What are the explicit motivations for good behavior in this document?”

**Friday, September 6** – Short Writing Assignment Due – Question – *Pericles’ Funeral Oration* as recorded by Thucydides praises those Athenian virtues he valued most highly. Compare and contrast these virtues with the behavior of the Athenians in the *Melian Debate*. How would you account for the differences in these two presentations of Athenian character, both recorded by Thucydides?”

**Friday, September 20** – Short Writing Assignment Due – Question - Dio Cassius' and Augustus' own explanations of his acquisition of *imperium* differ greatly. Summarize each of their explanations and then try to account for the differences.

**Monday, September 30** – Midterm due

**Friday, October 18** – Short Writing Assignment Due – The *Constitutions of Clarendon* and *Magna Carta* show different understandings of the relationship between the monarchy and the church hierarchy in England. Summarize these differences and then explain why the interpretations might be so different.

**Wednesday, October 30** – lecture on & discussion of documents for term paper

**Monday, November 11** – Term Paper due for Comments

**Friday, November 22** – Short Writing Assignment Due – Columbus shows himself to be both of a medieval and of an early-modern mindset. Choose one example for each mindset and explain how one might reconcile the apparent contradictions in his outlook.

**Monday, November 25** – Term Paper Due

**Friday, December 6** – Short Writing Assignment Due – Woodcuts were meant for popular consumption. Choose two examples from this selection and explain what the authors were intending to show about the Catholic Church. What effect might such presentations of the pope and other church leaders have had on those who saw the woodcuts?

**Wednesday December 11** – Final Due 3:30 in my office

### **Short Writing Assignment Guidelines**

1. Format: These assignments should be typed, using double-spacing & one-inch margins on all four sides. (No cover sheets please).
2. Content: In two or three paragraphs, explain how you will answer the question, present your evidence, and give your conclusions. Make sure that you address the specific question I've posed and use primary-source evidence to support your conclusions. Be sure to paraphrase; there's no need for direct quotations in such a short assignment. Don't use the conclusions of the authors of the reader. Draw your own conclusions. You won't need any outside sources to answer these questions.
3. Assignments are due at the beginning of class on the day indicated above. Each question will be used as a starting point for our discussions.
4. No late short writing assignments will be accepted.