This course examines developments that created and shaped Western civilization between about 2000 B.C. and A.D. 1600. We will treat “civilization” as a complex form of cultural adaptation by peoples and societies. The story of Western civilization is the story of successive adaptations by different peoples and societies. Students will consider the problems faced by successive different peoples and societies and the solutions they evolved, in part by borrowing from the past. Because this process involves successive peoples and societies, it is common to consider Western civilization as a series of stages. One way to define the series in the time period we are considering is chronological: ancient, medieval, and early modern. Another way is by reference to different peoples: Greek, Roman, Germanic. We will actually be using both perspectives.

Students will meet each week in both lecture classes and smaller discussion sections. Students are responsible for completing the assigned readings in the textbook and in the assigned primary sources (on CD or on the web) before each class. Class and discussion section attendance is mandatory. More than two unexcused absences will cause the loss of a full grade. More than three will cause a student to be dropped from the course. There will be four exams in the course, various writing assignments, and occasional quizzes.

All writing assignments are to be turned in at the Discussion Section meeting.

Required text

Frankforter and Spellman, *The West. Culture and Ideals*. Vol. I. (Make sure this comes with the enclosed CD)

Class Schedule (*The West = W*)

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<th>Date</th>
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<td>Introduction and Organization</td>
<td>W xxix-xxvii, 2, 50, 148, 248</td>
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<td>Warrior aristocrats</td>
<td>W 52-60; <em>Iliad</em> = CD 2.2</td>
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<td>Military and Political Changes</td>
<td>W 60-71; <em>Tyrtaeus</em> = CD 2.4</td>
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Writing Assignment: How does this song emphasize civic values as opposed
to individualistic values? (Turn in to Discussion Leader)

1/28 The Persian War W 71-78; 
http://www.thenagain.info/Classes/Sources/Herodotus-Marathon.html

1/30 Discussion Sections

2/1 Athenian Democracy W 78-85; Antigone; Pericles’ Funeral Oration (both on CD in The West textbook)

Writing Assignment: What are Creon’s traits as a ruler which seem to be the problem in Antigone? Does Antigone herself share any of these? (Turn in to Discussion Leader)

2/4 Problems of Democracy/Responses W 85-99; Thucydides, Peloponnesian War selection = CD 2.3; Apology of Socrates = http://eawc.evansville.edu/anthology/apology.htm

Writing Assignment: According to what Socrates says in the Apology, how has Socrates been trying to help his fellow citizens? Why? (Turn in to Discussion Leader)

2/6 Discussion Sections

2/8 Fourth Century B.C. W 85-99; Republic, Allegory of the Cave =
http://www.historyguide.org/ancient/allegory_bb.html

Writing Assignment: Based on what Plato writes in this selection, where does he think true reality lies? How can we perceive it? (Turn in to Discussion Leader)

2/11 Hellenistic Age W 100-109

2/13 Discussion Sections

2/14 FIRST EXAM

II. The Roman Experience: From Citizens to Subjects

2/18 The Republic: Institutions and Values W 110-114; 
http://www.csun.edu/~hcfl004/fides.html
http://www.fordham.edu/halsall/ancient/rome-balance.html

2/20 Discussion Sections

2/22 Foreign Affairs W 114-118; 
http://www.fordham.edu/halsall/ancient/polybius-maniple.html

Writing Assignment: According to Polybius, what tactical practices gave Roman armies superiority?

2/25 Problems and Solutions W 123-132; 
http://www.fordham.edu/halsall/ancient/54candidate.html
http://www.fordham.edu/halsall/ancient/63sallust.html
http://classics.mit.edu/Augustus/deeds.html
2/27  Discussion Sections
2/29  Imperial Society
W 132-144; http://www.fordham.edu/halsall/ancient/pliny-letters.html#GenPart%201 Scroll down (way down) and read Letters LII (52)-LVII (57) and LXXVI (76)
Writing Assignment: What values and ideals are reflected in these letters? (Turn in to Discussion Leader)

3/3  Roman Religions
3/5  Discussion Sections
3/7  Christianity
Writing Assignment: How does the “way” prescribed in the Didache reflect the recommendations for a Christian life made by Paul in Romans, 12-13? (Turn in to Discussion Leader)

3/17  Late Roman Empire
3/19  Discussion Sections
3/24  SECOND EXAM

III. The Medieval Experience: Warriors Become Subjects

3/26  Discussion Sections
3/28  German Background: Franks and Others
W 159-190
3/31  From Kingship to Lordships
W 191-204; Lord-Vassal Contracts = CD 6.6
Writing Assignment: According to these contracts, what does a vassal typically have to do for his lord? What does the lord do for the vassal? (Turn in to Discussion Leader)

4/2  Discussion Sections

4/4  From Lordships to Kingships
W 204-213
4/7  Papal Monarchy
Writing Assignment: After reading the Papal Texts for 11/2 and 11/4 identify ideas or beliefs that are used as bases for asserting papal supremacy (Turn in
to Discussion Leader)

4/9 Discussion Sections
4/11 Medieval World in Maturity W 214-247
4/14 Medieval Mind Dante, *Commedia* selections =
http://italian.about.com/library/anthology/dante/blinferno001.htm
http://italian.about.com/library/anthology/dante/blpurgatorio018.htm
http://italian.about.com/library/anthology/dante/blinferno001.htm

4/16 Discussion Sections
4/18 THIRD EXAM

IV. Early Modern Experience: From Subjects to Individuals

4/21 The European Middle Class W 220-223; Petrarch, *Ascent of Mt. Ventoux*;
http://www.fordham.edu/halsall/source/petrarch-ventoux.html
Writing Assignment: 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 (Turn in to Discussion Leader)

4/23 Discussion Sections
4/25 Renaissance W 273-286; Pico, *Oration on The Dignity of Man* =
http://www.fordham.edu/halsall/med/oration.html

4/28 This World W 265-281, 285-296
4/30 Discussion Sections
5/2 The Church 1300-1500 W 260-265,
5/5 Luther W 297-311
5/6 Reformation and the Modern Western World W 311-320

5/14 FINAL EXAM 12-3 p.m.