

**Western Civilization 101-10 (GHP, GPM, GL, WI)
Spring 2008
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.

Primary Sources (Required)

Marvin Perry, et al. eds. *Sources of the Western Tradition: From Ancient Times to the Enlightenment*, 7th edition with atlas (Houghton Mifflin) ISBN978-0547079561.

Anonymous. *The Epic of Gilgamesh*, (Penguin Epics), ISBN 9780141026282.

Plato. *The Last Days of Socrates*. (Penguin) ISBN 9780140449280.

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

Machiavelli, Niccolo, *The Prince*, (Bedford/St. Martin's, 2004) ISBN 9780312149789.

Secondary Source (Required)

Spielvogel, Jackson, *Western Civilization: A Brief History, Volume I: To 1715*, 6th edition (Wadsworth, 2004) ISBN 9780534646035

For Your Information

Attendance: After you have missed three 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 – in-class writings, 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 will put a link on our Blackboard readings page. 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 weather, either call the UNCG Adverse Weather Line at (336) 334-4400 or check the university's website (www.uncg.edu). If the university is open, I will hold class.

Grade Breakdown

Discussion	15%
In-Class Writing	10%
First Essay	25%
Second Essay	25%
Third Essay	25%

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.

In-class writing: At the beginning of each class, students will take 5-10 minutes to answer a specific question which will serve as a starting point for the discussion. These timed writings will periodically be collected and graded on a “+ √ -“ scale with “+” being the highest score and “-“ being the lowest.

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

Monday, January 14: Introductions – What is *civilization*?

Wednesday, January 16: Mesopotamia: The Beginnings of Western Civilization

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

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

Wednesday, January 23: Mesopotamia: The *Epic of Gilgamesh*
Primary Source Readings: *Gilgamesh*, 54-99.

Monday, January 28: Egypt: the Nile
Primary Source Readings: Perry, Chapter 1, 10-16.
Secondary Source Readings: Spielvogel, Chapter 1, 16-27.

Wednesday, January 30: The Hebrew Covenant
Primary Source Readings: Perry, Chapter 2, 25-42.
Secondary Source Readings: Spielvogel, Chapter 2, 31-49.

Monday, February 4: Hammurabi and Exodus
Primary Source Readings: <http://www.fordham.edu/HALSALL/ancient/hamcode.html>

Wednesday, February 6: Archaic Greece & Homer's *Iliad*
Primary Source Readings: Plato, *Crito*, 73-96.
<http://classics.mit.edu/Homer/iliad.html>

Secondary Source Readings: Spielvogel, Chapter 3, 51-63.

Monday, February 11: The Classical Age of Greece: 5th-century Athens
Primary Source Readings: Perry, Chapter 3, 53-54; 57-59; 62-64; Plato, *Phaedo*, 99-199.
Secondary Source Readings: Spielvogel, Chapter 3, 64-81.

Wednesday, February 13: Rome: The Republic
Primary Source Readings: Perry, Chapter 4, 99-118
Secondary Source Readings: Spielvogel, Chapter 5, 106-125.
First draft of first essay due (Hammurabi & Exodus)

Monday, February 18: 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, 125-134; Chapter 6, 137-157.

Wednesday, February 20: Early Christianity: Jesus & St. Paul
Primary Source Readings: Perry, Chapter 6, 162-165; 182-183.
Secondary Source Readings: Spielvogel, Chapter 6, 158-163.

Monday, February 25: Early Christianity: Creeds & Monasticism
Primary Source Readings: Perry, Chapter 6, 171-177.
Secondary Source Readings: Spielvogel, Chapter 7, 180-186.
Final Draft of First Essay Due.

Section II: The Middle Ages

Wednesday, February 27: Byzantium: the Roman Legacy in the East
Primary Source Readings: Perry, Chapter 7, 192-197.
Secondary Source Readings: Spielvogel, Chapter 7, 186-192.

Monday, March 3: The Appearance of Islam
Primary Source Readings: Perry, Chapter 7, 197-203; *Beowulf*,
Secondary Source Readings: Spielvogel, Chapter 7, 192-196.

Wednesday, March 5: Beowulf

Primary Source Readings: *Beowulf*,

Monday, March 10: Spring Break – No class

Wednesday, March 12: Spring Break – No class

Monday, March 17: The Franks & Charlemagne

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

Secondary Source Readings: Spielvogel, Chapter 7, 172-176; Chapter 8, 198-208.

Wednesday, March 19: Lord and Vassal

Primary Source Readings: Perry, Chapter 7, 213-216;

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

Secondary Source Readings: Spielvogel, Chapter 8, 211-219.

Second essay due (Beowulf)

Monday, March 24: The First Crusade

Primary Source Readings: Handout: 4 Accounts of the First Crusade

Secondary Source Readings: Spielvogel, Chapter 10, 274-276.

Wednesday, March 26: Women in the Middle Ages

Primary Source Readings: Perry, Chapter 8, 251-258.

Secondary Source Readings: Spielvogel, Chapter 9, 231-235.

Monday, March 31: Gothic Art & Courtly Love

Primary Source Readings: Perry, Chapter 8, 249-251.

Secondary Source Readings: Spielvogel, Chapter 9, 247-251.

Wednesday, April 2: Statebuilding: England and the Papacy

Primary Source Readings: Handout, Investiture;

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

Secondary Source Readings: Spielvogel, Chapter 10, 254-257; 265-268.

Monday, April 7: Crises of the 14th century: the four horsemen of the Apocalypse

Primary Source Readings: Perry, Chapter 8, 265-273.

Secondary Source Readings: Spielvogel, Chapter 11, 283-310.

Section III: Early Modern Europe

Wednesday, April 9: Italian Renaissance Art & Literature: Petrarch & Leonardo

Primary Source Readings: Perry, Chapter 8, 273-280; Chapter 9, 282-289; 295-299.

Secondary Source Readings: Spielvogel, Chapter 12, 330-336.

Monday, April 14: Italian Renaissance Politics

Primary Source Readings: Machiavelli, *The Prince*, 39-81.

Secondary Source Readings: Spielvogel, Chapter 12, 323-324.

Wednesday, April 16: Machiavelli and *the Prince*

Primary Source Readings: Machiavelli, *The Prince*, 81-123.

Monday, April 21: The Protestant Reformation: Luther

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

Primary Source Readings: Spielvogel, Chapter 13, 346-356.

Wednesday, April 23: The Protestant Reformation: Calvin & Zwingli

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

Secondary Source Readings: Spielvogel, Chapter 13, 362-363.

Monday, April 28: Legislated change: Reform in England

Primary Source Readings: Handout, English Reformation.

Secondary Source Readings: Spielvogel, Chapter 13, 360-362.

Wednesday, April 30: the Council of Trent & the Counter-Reformation

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

Secondary Source Readings: Spielvogel, Chapter 13, 366-369.

Monday, May 5: Reminiscences: What is *civilization*?

Third long essay due (Machiavelli)