

## **H113: History of Western Civilization I, from Antiquity to 1789**

Fall 2006/ 3 credit hours  
M/W 12:00pm-1:15pm, Sec. 4563  
IUPUI/Cavanaugh Hall 217



*Portrait of Jean-Baptiste Belley by Anne-Louis Girodet (1797)*

Instructor: Dan Clasby  
Office: Cavanaugh Hall 503S  
Office Hours: M/W 11:00am-12:00pm and by appointment  
E-mail: dclasby@indiana.edu  
Phone: 317-278-7761

### **COURSE DESCRIPTION:**

In this course, we will trace historical events, ideas, and trends as they unfolded from the ancient period to the point in which a political revolution in France and an economic one in Great Britain ushered in new, more modern ways of organizing western society. What we call “Western Civilization” is imprecise and invites disagreement about its definition and the places, people and cultures that are part of it. The “West” is an evolving idea and we need to compare and reflect on all the ways in which such an idea played out over time and space. Specifically we will explore the transformations of western society as it changed over the last three thousand years, from the rise and fall of ancient empires and the emergence of Christianity as the dominating presence in western Europe to the pre-industrial world of peasants and aristocratic privilege and the coming consumer-class-structured world of modern industrial technology. This course is thus an effort at self-understanding. We are confronted daily with the legacy of “western civilization.” In as much as we will survey the major developments that drive our western society, we will discover the

environment in which we were born and in which we live. For history is not merely the study of the dead but an examination of the living.

### **REQUIRED TEXTS FOR PURCHASE:**

1. Lynn Hunt, et al., *The Making of the West: Peoples and Cultures, Second Edition, Volume I-To 1740*
2. Katherine Lualdi, *Sources of the Making of the West: Peoples and Cultures, Vol. 1 to 1740*
3. *Two Lives of Charlemagne*
4. Machiavelli, *The Prince*

*\*All required texts for purchase may be checked out for a short loan term from the main library's reserve desk.*

### **ADDITIONAL / SUPPLEMENTARY READINGS:**

Additional readings will be available either through Oncourse or distributed in class by me. All students should have access to Oncourse as long as they are registered for the class. Oncourse readings can be found under the heading, "Resources," where either the actual document or a hyperlink to an online source will be available. Due to a lack of space, Oncourse readings will not be available indefinitely. You should therefore print all materials in a timely fashion.

### **SYLLABUS:**

The syllabus is subject to small changes dependent on circumstance. I will update the version available on Oncourse under the heading, "Syllabus," as necessary.

### **INSTRUCTIONAL GOALS:**

Regarding the content of the course,

- I expect that you will gain holistic knowledge and understanding of the histories that have shaped "western civilization."
- I also want to acquaint you with a variety of cultural beliefs and opinions, not always exclusively western, considered from the perspective of a broader global context.
- You will also develop an appreciation for the complexity of historical knowledge and the inherently contentious ways to interpret history.

I have organized this course to help you build your historian skills.

- You will develop critical thinking skills through the analysis of primary and secondary sources, discussion with other students and lecture materials.
- You will use these skills to synthesize this material for your papers and exams and you will be expected to learn how to articulate these ideas in a cohesive manner.

- In the end, you will become better readers and writers.

### **CLASS FORMAT:**

The class periods will combine several different formats. For instance, a typical class session will feature a bit of lecture, maybe some music or video, group work and discussion. This approach aims to create an environment in which you learn from each other as well as from me. As an instructor I am a facilitator and guide who does not have all the answers. I hope to learn as much from you as you do from me.

### **MY RESPONSIBILITIES/YOUR RESPONSIBILITIES:**

We are all responsible for the success of this course.

While it is ***my responsibility*** to guide you in learning the objectives of the course, to give clear presentations and encourage your participation, to explain assignments and grade them appropriately, to return assignments in a timely fashion and to make myself available to you, this class cannot depend on me alone.

It is ***your responsibility*** to read the material, reflect on it and be prepared to ask critical questions. Reading, doing the homework, actively taking notes and listening to the ideas of others are your contributions to the success of this class. You must also ***bring all pertinent materials to class*** on the day those materials are scheduled for discussion.

I require that ***we respect each other*** and our differences while in the classroom. This class is an open forum, a place where every member of the class has the opportunity and should feel comfortable raising questions, voicing opinions, and engaging in the historical debate. Disrespect will not be tolerated.

### **CLASS POLICIES:**

In general, ***late work will only be accepted in cases of illness*** and then only if supported by a note from the student health services or a physician. But please ***consult with me*** if you should be sick, have a car accident, family emergency, etc. I am always willing to listen and will make the appropriate considerations regarding grade penalties and absences as long as you have made an effort, preferably as soon as possible, to contact me and let me know what has happened. Unexcused, late papers or exams will be docked one third (1/3) of a letter grade per day i.e., an A grade would become an A-, and so forth.

***Attendance is absolutely mandatory and simply expected.*** Unexcused absences will result in a substantially lowered grade! Active participation is 10% of your overall grade; if you are not present in class, you will not earn any participation points for that day. If you are not present to hand in your weekly assignments, your assignment will not be graded for points. Please also arrive on time out of respect for your classmates and myself. Chronic late-comers will begin to be marked absent and

thus lose participation points. Again, regular attendance will greatly enhance your chances for success here!

***Inform yourself of the university's policy on plagiarism*** in the undergraduate catalog or on the web. Plagiarism is a serious academic offense: anyone caught plagiarizing will be subject to the university's procedures regarding such an offense. Address all questions concerning the exercises and plagiarism to me before they are due. Go to the following web address for more information:  
<http://www.hoosiers.iupui.edu/handbk/handbook.htm>.

You should also ***inform yourself of the university's withdrawal policies***. It is your responsibility to withdraw from class. I cannot administratively drop you.

And to give a nod to the world in which we live, please ***turn off*** all cell phones and pagers before class.

## **ASSIGNMENTS:**

- 1) active class participation, reading assignments and attendance (40%)**
- 2) one short paper (15%)**
- 3) two take-home exams (15% each)**
- 4) one in-class final exam (15%)**

### **1. Participation, assignments and attendance-40% of the final grade**

In order to receive the full 40% you need to actively participate in class (10%) and submit your weekly assignments (30%).

Active Participation-

- In general, **active participation means staying interested and involved in the class**. So, you can actively participate in several ways: by speaking up in class, by working enthusiastically with your group members, by asking for points of clarification (if you need them) during my lectures, by asking me and the other students questions or making critical comments about readings and lecture, by completing all assignments and submitting them in a timely fashion, etc. Stay involved by doing at least a few of these suggestions and your participation grade will be great!

Weekly Assignments-

- There are fifteen (15) weekly assignments for this class. **You will be responsible for doing only ten (10) of these assignments. Each assignment will be worth 3 points, for a total of 30 points. If you choose to do more than 10 assignments, I will count each additional assignment you complete for 1 point of extra credit.**

Given the nature of the assignments, I will except late work only for the most compelling reasons and generally will give extensions of no more than one week. Assignments turned in late (without my approval) will not be accepted for a grade.

Each week one short assignment will be posted on Oncourse or distributed in class and will be due on the date given on the syllabus. The assignments are designed to stimulate your active participation in class by “forcing” you to keep abreast of the readings. If done with diligence, the assignments will allow you to accumulate 30% of your grade easily and give you a ready-at-hand sense of where you stand in class.

When I produce the assignment, I will design questions or exercises that build upon a greater understanding of the supplemental reading material. The first series of assignments will focus on reading documents in the context in which they were written. As the semester moves along assignments will change focus and begin to ask you to more fully explore an author’s point of view by comparing one work with another or with broader themes that we’ve discussed in the course. Some assignments will be written to help you study for your exams or to read the novels more closely so that you can write good papers about them.

Attendance-

- Attendance is mandatory and unexcused absences can result in a substantially lowered grade. For each unexcused absence from class I will deduct 1 point from the 40% allotted for participation and assignments. This calculation will be made at the end of the semester.

## **2. One Paper-15% of the final grade**

Toward the end of the semester you will be presented with a formal essay question concerning what we have been studying, particularly in reference to *The Two Lives of Charlemagne* and *The Prince*. After the question is released, you will have 4 weeks to compose **a typed, 4-5 page, 12-point font/Times New Roman, double-spaced paper** in response to the question and you should support your position with what we have read, discussed and written in the week before. Specifically, the week’s reading assignments will be structured to provide the appropriate proficiency necessary for the paper assignment.

## **3. Two Take-Home Exams-15% of the final grade each**

Twice during the semester you will be given a take-home exam (once in the middle of the semester and once the last day of regular class) to be returned by the next class period or by the allotted finals exam date and time, respectively. For each exam you will be asked to evaluate a primary source document based on certain assessment criteria that I will develop with you in class. The testing documents will not be documents you have seen before. I will, however, choose

documents from authors or themes you have encountered in class. The tests will therefore encompass material with which you are familiar but will also present new challenges for which you can employ the tools and skills you develop over the course of the semester.

#### **4. One In-Class Final Exam-15% of the final grade**

On the last day of class you will be given a final exam that will ask you to comment on/critique a film we will watch the week before and to incorporate the themes and materials of the course in your review. You will have approximately one hour to complete the exam.

### **WEEKLY SCHEDULE:**

#### **Week One: Discussion of syllabus.**

Wednesday, August 23:

- Introductions/Discussion of Syllabus

#### **Week Two: Defining Western Civilization.**

Monday, August 28:

- Introductions; Defining Western Civilization

Wednesday, August 30:

- Read *Sources of The Making of the West*, pgs. 243-245
- **Weekly Assignment 1 done in class**

### **Part One: History before the Greeks and Romans?**

#### **Week Three: Pre-history and the emergence of "Western Civilization"**

Monday, September 4:

- Labor Day!!! No Class!!!

Wednesday, September 6:

- Read *The Making of the West*, pgs. P3-P15
- Read *Sources of The Making of the West*, pgs. 1-12
- **Weekly Assignment 2 done in class**

#### **Week Four: Ancient Mesopotamia and the Egyptians**

Monday, September 11:

- Read *The Making of the West*, pgs. 2-18
- Read *Sources of The Making of the West*, pgs. 13-32

Wednesday, September 13:

- Read *The Making of the West*, pgs. 18-30
- Read *Sources of The Making of the West*, pgs. 33-35
- **Weekly Assignment 3 due in class**

### **Week Five: Ancient and Classical Greece: Beyond the Gods, the Greek Mind**

Monday, September 18:

- Read *The Making of the West*, pgs. 52-79, 88-115, 122-132
- Read *Sources of The Making of the West*, pgs. 53-56

Wednesday, September 20:

- Read *The Making of the West*, pgs. 134-138, 146-159
- Read *Sources of The Making of the West*, pgs. 56-61
- **Weekly Assignment 4 due in class**
- First/Midterm exam distributed in class, to be completed at home and due the following class period

### **Week Six: The Myth of Rome, from Republic to Empire**

Monday, September 25:

- **First/Midterm Exam due in class**
- Read *The Making of the West*, pgs. 162-188
- Read *Sources of The Making of the West*, pgs. 88-98

Wednesday, September 27:

- Read *The Making of the West*, pgs. 188-200
- Read *Sources of The Making of the West*, pgs. 98-102
- **Weekly Assignment 5 done in class**

### **Week Seven: The Fall of Rome, “Not with a Bang, but a Whimper”**

Monday, October 2:

- Read *The Making of the West*, pgs. 205-225
- Read *Sources of The Making of the West*, pgs. 106-109
- **Weekly Assignment 6 done in class**

Wednesday, October 4:

- Read *The Making of the West*, pgs. 234-238, 242-253
- Read *Sources of The Making of the West*, pgs. 115-119

## **Part Two: Formation of the Christian West**

### **Week Eight: St. Augustine and the City of God, the Rise of Christianity**

Monday, October 9:

- Read *The Making of the West*, pgs. 225-234

- Read selections from Augustine of Hippo, *The City of God* (Oncourse)

Wednesday, October 11:

- Read *The Making of the West*, pgs. 253-263, 264-279
- Read selections from The Qur'an (Oncourse)
- **Weekly Assignment 7 due in class**

### **Week Nine: The Myth of Christendom, Feudal Society or Church and State**

Monday, October 16:

- Read *The Making of the West*, pgs. 292-297, 359-379

Wednesday, October 18:

- Read *The Making of the West*, pgs. 331-355
- Read *Two Lives of Charlemagne*
- **Weekly Assignment 8 due in class**

### **Week Ten: Medieval Culture and Crisis**

Monday, October 23:

- Read *The Making of the West*, pgs. 421-431, 443-462
- Read selections from Thomas Aquinas, *Summa Theologica* and Rudegar Huozman, "Charter to the Jews of Speyer" (Oncourse)

Wednesday, October 25:

- Read *The Making of the West*, pgs. 438-439, 482-492
- Read *Sources of The Making of the West*, pgs. 171-173, 236-238
- Second/Midterm exam distributed in class, to be completed at home and due the following class period
- **Weekly Assignment 9 due in class**

### **Week Eleven: In the Footsteps of the Ancients: The Renaissance**

Monday, October 30:

- Read *The Making of the West*, pgs. 504-542
- Read *Sources of The Making of the West*, pgs. 239-243
- **Second/Midterm Exam due in class**

Wednesday, November 1:

- Read Machiavelli, *The Prince*
- **Weekly Assignment 10 due in class**

### **Week Twelve: Martin Luther and the Printed Text, The Reformation**

Monday, November 6:

- Read *The Making of the West*, pgs. 546-565, 573-577

- Read selections from Martin Luther, “The Ninety-Five Theses” (Oncourse)
- Paper assignment distributed in class, to be completed in four weeks time

Wednesday, November 8:

- Read *The Making of the West*, pgs. 591-597, 621-630, 636-644
- Read selections from The Council of Trent, “Decrees” (Oncourse)
- **Weekly Assignment 11 due in class**

## **Part Three: Out of the Past, Into the Present – Early Modern Europe**

### **Week Thirteen: European Colonial Expansion**

Monday, November 13:

- Read *The Making of the West*, pgs. 645-649, 664-676
- Read selections from Juan Ponce de León, “Complaint of the Indians of *Tecama* against their *ecomendero*” (Oncourse)

Wednesday, November 15:

- Read *Sources of The Making of the West*, pgs. 300-303
- **Weekly Assignment 12 due in class**

### **Week Fourteen: Thanksgiving Break!!!**

Monday, November 20: Thanksgiving Break, No Class

Wednesday, November 22: Thanksgiving Break, No Class

### **Week Fifteen: Pre-Revolution, Science and Enlightenment**

Monday, November 27:

- Read *The Making of the West*, pgs. 649-661, 676-683
- Read selections from Galileo Galilei, “The Starry Messenger” (Oncourse)

Wednesday, November 29:

- Read *The Making of the West*, pgs. 693-702
- Read selections from Jean-Jacques Rousseau, “The Social Contract” (Oncourse)
- **Weekly Assignment 13 due in class**

### **Week Sixteen: The Dual Revolutions, France, Great Britain and the Birth of the Modern World**

Monday, December 4:

- **Paper due in class**

- Read selections from *The Declaration of the Rights of Man and of the Citizen* and selections from Adam Smith, *The Wealth of Nations* (Oncourse)
- **Weekly Assignment 14 done in class**

Wednesday, December 6: Last day of class; concluding remarks; final exam review

- **Weekly Assignment 15 done in class**

### **Week Seventeen: Final Exam**

Friday, December 15: **Final Exam due 10:30 am to 12:30 pm**