History H113
Western Civilization 1
TR 12:00-1:15
Section 4567
CA 235

Goals

This course has the following three goals: 1) to give the students an overview of the development of Western Civilization from its beginnings to approximately 1600; 2) to provide the students with a sense of what “doing history” entails; and 3) to foster the critical, analytical, and communicative skills of the students, through extensive reading and writing assignments. By the end of the course, the students should be able to describe effectively the basic development of Western Civilization from the Ancient Near East to the Edict of Nantes, and to evaluate critically the sources upon which historical portrayals of Western Civilization have been based. Furthermore, students should be able to reflect on how Western traditions have impacted, and continue to impact, life in the West today. Thus this course contributes to, and indeed is based on, IUPUI’s Principles of Undergraduate Learning. The exams, combined with the final essay (see below) are designed to develop and test the students’ communication and quantitative skills, their critical thinking, their ability to integrate and apply their knowledge, their intellectual depth, breadth, and adaptiveness, their understanding of society and culture, and their values and ethics. This is not a course that seeks only to impart information. This is a course that by design focuses on the creation of meaning in the past, and how that creation of meaning in the past relates to present-day meanings. Reflection on and analysis of the sources and well as the self is the primary requirement for success in this course. History is not a “thing of the past”, but a “thing” of the present. The ways in which it is so are the foundation upon which this course is based, and are analyzed as much as they are taken as givens. The over-all goal for the course is that students will not only develop their communicative and analytical skills, but will also gain intellectual depth and breadth in reflecting on the values and ethics of the past as a “sounding board” for the values and ethics of today in coming to a deeper and broader understanding of the society and culture of the past and of the present, and how that past has impacted and continues to impact themselves and their worlds.
Required Texts
*The Epic of Gilgamesh*
Plato, *The Republic*
Virgil, *The Aeneid*
Augustine, *The Confessions*
Marsilius of Padua, *Defensor Pacis (The Defender of the Peace)*

Grading
The final grade will be given based on the following percentages:

1.) Two Mid-Term Exams (100 points each): 200 points each (50%)
2.) Final Exam 200 points (50%)
   - Final Essay (100 points)
   - In-Class Exam (100 points)

Total: 400 points

The mid-term exams will consist of 25 multiple-choice questions, covering the textbook and the lectures (50 points), and two essay questions covering the readings, the lectures, and the textbook (25 points each). The final exam will be comprehensive, and will consist of two parts. The first part is a take-home essay question, worth 100 points; the second part is an in-class multiple choice exam of 50 questions, worth 100 points. This part of the exam will be taken at the scheduled time for the final. The essay part of the final exam is found here below. It is to be typed, double spaced in standard font. Please see the guide included below for the final essay. It will be due in class at the scheduled final time.

Oncourse
This course uses Oncourse for much of its administration. If you do not know how to use oncource, you are strongly urged to contact the University Information Technology Services to learn how, and please notify me as well.

Attendance
I expect each and every student to attend each and every lecture. More than three absences will result in a loss of 20 points; more than six absences will result in a loss of an additional 40 points. Excused absences must be cleared with me. Only the most extraordinary of circumstances will excuse more than three absences. Moreover, each and every student is expected to come to class prepared. This means having read the assigned readings for the day/week, and when designated, prepared to discuss the sources.

Discussion Groups
During the first week of class, each student will be assigned to a discussion group. These groups will be given group projects for in-class discussions. They can also function as study groups.

Policy on Cheating
Please note that I will not tolerate cheating, and will punish any student caught cheating with the full severity allowed me by IUPUI regulations, which could include being suspended permanently from the course and automatically assigned an ‘F’ as a final grade, as well as further disciplinary measures. Please refer to the IUPUI handbook for Student Conduct. I view cheating any of the following: 1) Plagiarism of any kind, by which I mean: copying all or part of another student’s paper; handing in papers written for you by someone else; failure to properly footnote direct quotations, paraphrased passages, or opinions of
other scholars (including authors of Cliff Notes and other such study aids) in essays written outside of class. Plagiarism also consists of using material from the WWW without using quotation marks and proper citation. Plagiarism is easy to detect. Do not do it! If you have any questions whether you are plagiarizing material, please ask me about it before hand! Once a paper is turned in, it is too late and the paper, if plagiarized, is subject to the penalties mentioned above; 2) collaborating on any in-class exam; 3) copying the answers of any other student during an in-class exam. In short, DO NOT CHEAT AND DO NOT PLAGIARISE! YOU WILL BE CAUGHT AND PUNISHED!
Schedule of Lectures

R Aug. 24: Introduction: What are we doing here?

Readings: Noble, Strauss, et al., Western Civilization. The Continuing Experiment, ch. 1 (hereafter cited as WC)

Week 1
T Aug. 29: The Emergence of Civilization: Ancient Mesopotamia
R Aug. 31: Discussion: The Epic of Gilgamesh

Readings: WC, ch. 2; The Epic of Gilgamesh

F Sept. 1: Honors Section: 10:00 a.m., CA 537

Week 2
T Sept. 5: The World of the Greeks
R Sept. 7: Discussion: Plato’s Republic

Readings: WC, chs. 3-4; Plato’s Republic

Week 3
T Sept. 12: The Myth of Rome
R Sept. 14: Discussion: Virgil’s Aeneid

Readings: WC, ch. 5-6; Virgil’s Aeneid

F Sept. 15: Honors Section: 10:00 a.m., CA 537

Week 4
T Sept. 19: The Rise of Christianity I
R Sept. 21: The Rise of Christianity II

Readings: WC, ch. 7

Week 5
T Sept. 26: Mid-term Exam
R Sept. 28: Augustine of Hippo I

Week 6
T Oct. 3: Augustine of Hippo II
R Oct. 5: Discussion: Augustine’s Confessions

Readings: Augustine’s Confessions

F Oct. 6: Honors Section: 10:00 a.m., CA 537

Week 7
T Oct. 10: The Fall of Rome
R Oct. 12: The Emergence of Christendom

Readings: WC, ch. 8; Marsilius of Padua, Defensor Pacis
Week 8
T Oct. 17: Medieval Monasticism
R Oct. 19: The Medieval Renaissance

Readings: WC, ch. 9-10; Marsilius of Padua, Defensor Pacis

Week 9
T Oct. 24: The Flourishing of Medieval Culture
R Oct. 26: Saints and the Holy

Reading: Marsilius of Padua, Defensor Pacis

Week 10
T Oct. 31: Who Ruled Europe?
R Nov. 2: Discussion: Marsilius of Padua, Defensor Pacis

Readings: WC, ch. 11-12; Marsilius of Padua, Defensor Pacis

F Nov. 3: Honors Section: 10:00 a.m., CA 537

Week 11
T Nov. 7: Augustinus of Ancona
R Nov. 9: The Crisis of the Later Middle Ages

Week 12
T Nov. 14: Mid-term Exam
R Nov. 16: Martin Luther, Augustinian

Week 13
T Nov. 21: Martin Luther: From Friar to Reformer
R Nov. 23: Thanksgiving: No Class

Readings: WC, ch. 14, pp. 477-494

Week 14
T Nov. 28: Development and Spread of the Reformation
R Nov. 30: John Calvin and the Reformation of the Refugees

Readings: WC, chs. 13-14

F Dec. 1: Honors Section, 10:00 a.m., CA 537

Week 15
T Dec. 5: The End of Christendom: Theology, Politics, Religion, and the Early Modern State
R Dec. 7: So What?

Readings: WC, ch. 15

End of Classes

FINAL EXAM: Thursday, December 14, 1:00 P.M.-3:00 P.M
Guide to Writing the Final Essay

As stated above on the syllabus, part of the final is a take-home essay. The essay for the final is given here below. You are strongly encouraged to work on this essay throughout the semester. The essay must be typed/printed, double-spaced in standard font (e.g.: CG TIMES, TIMES NEW ROMAN). Your essay will be graded on form as well as content. It must be well written, without spelling or grammatical errors. The essay should be approximately 8-10 pages as a minimum, though no maximum limit is given. The essay should be answered based on the course material, namely, the lectures, the textbook, and the source readings. Your essay should have a strong argument, supported with evidence, namely, detail and reference to the sources. There is no right or wrong answer on this essay. The essay will be graded based on how well you analyze the course material and apply it to the question below. Be sure to argue your case, and to base your argument on the course material, and particularly on the sources. When quoting from the textbook, the source readings, or from the lectures, please give references/citations in parenthesis:

for example: “As can be seen in the Epic of Gilgamesh, when Gilgamesh cried out: ‘How can I be silent, how can I rest, when Enkidu whom I love is dust, and I too shall die and be laid in the earth.’ (Sources, 6).”

If you have any questions about this assignment, please do not hesitate to see me! Good luck!

Answer the following:

“The foundational myth of Western Civilization is Western Civilization.” Defend or refute this thesis in answering the questions: What is ‘Western Civilization’? When did it arise? What are its characteristics? How did that civilization that is distinctively and uniquely western develop into what we term ‘Early Modern Europe’? Be sure to include in your essay a comparison of factors from: 1.) the ancient Near East; 2.) the ancient civilizations of Greece and Rome; 3.) the Middle Ages; and 4.) Early Modern Europe, taking into account all material assigned and presented in this course (or in other words: analyze and evaluate the origins and content of the consciousness and ideology of ‘the West’ and its impact on the development of Western society and culture).