

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

Spring 2007/ 3 credit hours
M/W 12:00pm-1:15pm, Sec. 20134
IUPUI/Cavanaugh Hall 235



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

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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*

ADDITIONAL / SUPPLEMENTARY READINGS AND LECTURES:

Additional readings and all class lectures will be available through Oncourse or, in the case of supplemental readings, distributed in class by me. All students should have access to Oncourse as long as they are registered for the class. Oncourse readings and class lectures can be found under the heading, "Syllabus," where either the actual document or a hyperlink to an online source will be available. Due to a lack of space, Oncourse readings and class lectures 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, but I don't 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 offence: 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 take-home 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 twelve (12) 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 2 points 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 (sometimes posted during lecture) 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 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 Take-Home 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 incorporate the themes and materials of the course in an essay. The exam will be due by the end of the last hour of your scheduled final exam.

WEEKLY SCHEDULE:

Week One: Discussion of syllabus. Defining Western Civilization.

Monday, January 8:

- Introductions; Discussion of the Syllabus

Wednesday, January 10:

- Read *Sources of The Making of the West*, pgs. 1-12, 243-245
- **Weekly Assignment 1 done in class**

Part One: History before the Greeks and Romans?

Week Two: Pre-history and ancient Mesopotamia, the emergence of “Western Civilization”

Monday, January 15:

- Martin Luther King, Jr. Birthday – No Class!!

Wednesday, January 17:

- Read *The Making of the West*, pgs. P3-P15, 2-18, 18-30
- Read *Sources of The Making of the West*, pgs. 13-28
- Read the Book of Genesis, Chs. 6-9 (Oncourse)
- **Weekly Assignment 2 done in class**

Week Three: Ancient and Classical Greece: Beyond the Gods, the Greek Mind;

Monday, January 22:

- Read *The Making of the West*, pgs. 52-79, 88-115

Wednesday, January 24:

- Read *The Making of the West*, pgs. 122-132
- Read *Sources of The Making of the West*, pgs. 53-56
- **Weekly Assignment 3 due in class**

Week Four: Ancient and Classical Greece: Beyond the Gods, the Greek Mind

Monday, January 29:

- Read *The Making of the West*, pgs. 134-138

Wednesday, January 31:

- Read *The Making of the West*, pgs. 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 Five: The Myth of Rome, from Republic to Empire

Monday, February 5:

- **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, February 7:

- 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 Six: The Fall of Rome, “Not with a Bang, but a Whimper”

Monday, February 12:

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

Wednesday, February 14:

- 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 Seven: St. Augustine and the City of God, the Rise of Christianity

Monday, February 19:

- Read *The Making of the West*, pgs. 225-234
- Read selections from Augustine of Hippo, *The City of God* (Oncourse)

Wednesday, February 21:

- 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 Eight: The Myth of Christendom, Feudal Society or Church and State

Monday, February 26:

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

Wednesday, February 28:

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

Week Nine: Medieval Culture and Crisis

Monday, March 5:

- Read *The Making of the West*, pgs. 421-431, 443-462, 438-439, 482-492
- Read selections from Thomas Aquinas, *Summa Theologica* and Rudegar Huozman, "Charter to the Jews of Speyer" (Oncourse)
- 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 after the break

Wednesday, March 7:

- No Class!!

Week Ten: Spring Break!!!

Monday, March 12: Spring Break, No Class

Wednesday, March 14: Spring Break, No Class

Week Eleven: In the Footsteps of the Ancients, The Renaissance

Monday, March 19:

- 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, March 21:

- Read Machiavelli, *The Prince*
- **Weekly Assignment 9 due in class**

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

Monday, March 26:

- 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, March 28:

- Read *The Making of the West*, pgs. 591-597, 621-630, 636-644
- Read selections from The Council of Trent, "Decrees" (Oncourse)
- **Weekly Assignment 10 due in class**

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

Week Thirteen: European Colonial Expansion

Monday, April 2:

- 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, April 4:

- Read *Sources of The Making of the West*, pgs. 300-303
- **Weekly Assignment 11 due in class**

Week Fourteen: Pre-Revolution, Science and Authority

Monday, April 9:

- Read *The Making of the West*, pgs. 649-661, 676-683

- Read selections from Galileo Galilei, “The Starry Messenger” (Oncourse)

Wednesday, April 11:

- Read *The Making of the West*, pgs. 693-702

Week Fifteen: Pre-Revolution, Enlightenment and Economy

Monday, April 16:

- Read selections from Jean-Jacques Rousseau, “The Social Contract” (Oncourse)

Wednesday, April 18:

- Read selections from Adam Smith, *The Wealth of Nations* (Oncourse)

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

Monday, April 23:

- Read *The Declaration of the Rights of Man and of the Citizen* (Oncourse)
- **Weekly Assignment 12 due in class**

Wednesday, April 25:

- **Paper due in class**

Week Seventeen: Review and Final Exam

Monday, April 30: Last day of class; concluding remarks; final exam review

Wednesday, May 2: **Final Exam due by 12:30 pm**