

History 100: History of Western Civilization
Fall 2014
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Course description:

This course is a comprehensive survey of the development of the western world from ancient times to the present day. One aim of the course is to define “the West” and “civilization” in terms of political and economic systems, social structure, and culture. A second aim is to give students an appreciation for the historical development of the west and its relevance to the modern world. The broad sweep of this course requires students to focus on themes and connections that lead from the distant past to today. These themes include the rise of government and political ideologies, the development of economic enterprise, changes in religious or philosophical ideas, the growth of social structures, and the creation of cultural expression, all of which illustrate the western world’s particular characteristics. Finally, in keeping with the University’s expectations for CORE courses, this class emphasizes the development of analytical and critical thinking skills which will be shown in class discussion and in the reading and writing assignments and exams which you will do.

Required course materials:

Joshua Cole, Carol Symes, et al. *Western Civilizations: Their History and Their Culture*, (3rd brief edition). W.W. Norton, New York, London, 2012. ISBN: 978-0-393-93487-8

John Aberth. *The Black Death: The Great Mortality of 1348-1350*. Bedford/St. Martin’s, Boston MA, 2005. ISBN-13: 978-0-312-40087-3

Susan R. Grayzel. *The First World War*. Bedford/St. Martin’s, Boston MA, 2013. ISBN-13: 978-0-312-45887-4

Additional primary source readings will be assigned from the textbook study site: www.books.wwnorton.com/StudySpace. Register for the site with the access code inside the front cover of your textbook.

Grade components:

Attendance and participation:	10%
Reading analyses:	15%
Essay 1:	25%
Essay 2:	25%

Final essay:	15%
Final exam:	10%

You are required to write 2 short reading analysis essays based on the assigned on-line readings. The lower grade of the 2 will be dropped but if you do not write both essays, there will be a 5% reduction in your final grade. The requirements for these essays are at the end of the syllabus.

The 3 remaining essays will be based on the course material from lecture and all assigned reading to that point in the course. The first two will focus respectively on the texts by John Aberth and Susan Grayzel. The final essay will ask you to tie the themes of historical development in the West together. Additionally, there will be a final exam taken at the scheduled exam time which will focus on the last few weeks of class.

PLEASE NOTE: If you do not complete the three major essays OR the final exam, you will fail the course. Failure to fulfill any of the other assignments will result in a reduction in grade.

Violating the University's Academic Honor Code will also result in failure for the course in addition to any other penalty imposed by the Honor Committee. If you do not know what the Honor Code says, you can find it on Patriot Web or link to it through the GMU-home page.

Grade scale:

A- to A:	90-93, 94-96, 97-100
B- to B+:	80-83, 84-86, 87-89
C- to C+:	70-73, 74-76, 77-79
D:	60-63, 64-66, 67-69
F:	below 60

It is more than possible to earn an A but it is also possible to fail. Aiming for a C will get you exactly what you looked for!

General information:

Please arrive on time to avoid disruption. Please remember to turn off anything that beeps, vibrates, or rings before the start of class. You must ask for permission and provide documentation from the Office of Disability Services to use laptops, cell phones, or any recording devices. The only students who may use laptops etc are those who have a documented need to do so. Those who use laptops or recording devices are to be taking notes and attending to the class lecture, not texting, checking email, etc! Remember to remove headphones or earbuds at the start of class. E-etiquette is expected at all times. The first time I spot unauthorized use of electronic devices will be a warning; the 2nd time there will be blanket shut-down. The 3rd time: no further use of any electronic devices. Those individuals who have documented need for electronic usage must also adhere to e-etiquette expectations.

The fastest and surest way to contact me is by e-mail (jwalmsle@gmu.edu). Please provide your full name or class information (something which clearly identifies the message) in the subject line. Also, I ask that you consider e-mail as a formal communication; it should be written with attention paid to grammar and spelling. E-mail should deal specifically with questions about the course, not to let me know you will be missing class. You alone are responsible for getting any information you may have missed from someone else in class.

Students requiring special accommodations (clients of the ODS, student-athletes, etc.) need to speak with me as soon as possible at the start of the semester and provide all relevant documentation.

Semester Calendar:

Aug 25: first day of class

Sep 1: Labor Day: no classes

Sep 2: Last day to add; last day to drop with no tuition penalty

Oct 13: Columbus Day

Please note: Monday classes will meet on Tues Oct 14; Tuesday classes do not meet!

Oct 17: End of midterm grading period for 100 and 200 level classes

Oct 24: End of selective withdrawal period

Nov 26-Nov 30: Thanksgiving Holiday

Dec 5: Last class

Dec 8 and 9: Reading Days

Dec 10-17: Final exams (check the exam schedule for when all of your exams are to be held!)

Class Meets at: Final Exam day & time:

8:30: Fri Dec 12: 7:30-10:15

9:30: Mon Dec 15: 7:30-10:15

10:30: Wed Dec 10: 10:30-1:15

12:30: Mon Dec 15: 10:30-1:15

SCHEDULE OF READINGS AND ASSIGNMENTS:

All assignments are subject to change. The reading assignments are for the week in question and should be completed prior to class.

The primary text (Cole) has a rich set of on-line resources at:

www.books.wwnorton.com/StudySpace.

The “registration code” is inside the front cover of the textbook. Make sure you take a look at each chapter’s on-line maps, quizzes, documents, images, etc. It is a free complement to the textbook and will add to your comprehension and retention of the text’s material.

Please note that many of the on-line readings are not necessarily in the same order as the weekly chapter assignments. The order of presentation of class material does not dovetail with the textbook's chapter organization. Reading ahead will never hurt you!!

All writing assignments are to be turned in, in person, at the start of class, unless prior accommodations have been made through me.

**Also, please note: the on-line material is organized alphabetically, not chronologically, so you must pay attention to when as well as what or who the various readings are about. See, for example, the readings for weeks 3 and 4!

Week 1: Aug 25-29 Introduction: What does “the west” mean? Where does it “begin”? Where is it now? How do we define “civilization”?

Cole: Ch 1 and 2

(Don't read for the minute details; look for what you would consider the markers or signs of civilization.)

On-line: Ch 1, Doc 5, Code of Hammurabi

Sep 1: Labor Day

Week 2: Sep 3-5: The Greek world: The “cradle of Western civilization”?

Cole: Ch 3 and 4

On-line: Ch 3: Doc 1, Herodotus, Cleisthenes and Athenian Democracy; Doc 10, Plutarch on Spartan Discipline:

Compare Spartan and Athenian ideas of what being a citizen of Hellas meant.

Week 3: Sep 8-12: The Roman world: Republic to Empire

Cole: Ch 5 and 6

On-line: Ch 5: Doc 8, Polybius, An Analysis of Roman Government; Doc 13, The Laws of the Twelve Tables

What do these readings tell you about the differences between Classical Greece and Rome?

Week 4: Sep 15-19: The Middle Ages: The shift to the north and west begins

Cole: Ch 7 and 8

On-line: Ch 6, Doc 8, Eusebius on Constantine (how reliable is this account?); Doc 10, Roman accounts of persecutions:

How do you deal with people challenging your belief system?

Begin reading John Aberth, *The Black Death*. (Introduction and Summary narrative)

Reading analysis 1 due at start of class, Sep 19, covering assigned on-line readings for weeks 1-4; instructions are at the end of the syllabus.

Week 5: Sep 22-26: Medieval Europe: Shaping a distinct western world
Cole: Ch 9 and 10

On-line: Ch 7, Doc 4, Einhard, How Charlemagne Became Emperor; Doc 7, Gregory of Tours, The Deeds of Clovis:
How are these 2 kings of the Franks different?

Doc 8: Selections from the Qur'an and Ch 8, Doc 11 Urban II, Speech at Council of Clermont; Doc 4, Sack of Constantinople:
Compare these views of the religions that developed after the fall of Rome.

Finish Aberth: read the primary source documents, paying attention to the introductory information as well as to the content of the reading. The essay assignment will be provided by Sep 26.

Week 6: Sep 29-Oct 3: Collapse and Rebirth
Cole: Ch 11 and 12

On-line: Ch 9, Gregory VII's The Dictate of the Pope:
What are the powers of the pope?

Ch 10: Doc 11: Statute of Laborers; compare with Ch 11, Doc 3, Law Against the Excesses of the Villains:
How does the Black Death affect society?

Essay 1 on Aberth due Oct 3 at the start of class.

Week 7: Oct 6-10: Religious Disunity and State Unity
Cole: Ch 13 and 14

On-line: Ch 12: Doc 3, Erasmus, Praise of Folly; Ch 13, Doc 2, Calvin on Predestination, Doc 10, Luther's Ninety-Five Theses; Doc 13, Tetzels Sermon on Indulgences; Doc 14, The Decrees of the Council of Trent:
How and why does religious reform happen?

Ch 12, Doc 5, Machiavelli on Clemency and Cruelty from *The Prince*, and Ch 15, Doc 2, Bossuet, Kings by the "Grace of God":
What is the job of a ruler and what are the limitations on a king?

Oct 13: Columbus Day: Monday classes meet on Tuesday; Tuesday classes do not meet!!

Week 8: Oct 14-17: Intellectual and political revolutions
Cole: Ch 15, 16 and 17

On-line: Ch 15: Doc 1, English Bill of Rights; Ch 17: Doc 4, Immanuel Kant, "What is Enlightenment?"; Doc 7, Montesquieu, Spirit of the Laws; Ch 18, Declaration of the Rights of Man and the Citizen:

Think about how all these readings assert changing ideas about political rights and responsibilities.

Reading analysis 2 due at start of class, Oct 17, covering readings for weeks 5-8.

Week 9: Oct 20-24: Economic and political revolutions

Cole: Ch 18 and 19

On-line: Ch 19: Doc 4, The Luddite Oath, Doc 5, Malthus, Principles of Population; Doc 8, Ricardo, Iron Law of Wages; Doc 9, Sadler Committee; Ch 20, Doc 3: Chartism, The People's Petition:

Think about the perspective of workers versus owners.

Begin reading Grayzel, *The First World War* (Introduction and summary narrative)

Week 10: Oct 27-31: The Nineteenth Century and "our" world begins

Cole: Ch 20 and 21

On-line: Ch 21, Doc 3, Bismarck on the Ems Telegram; Doc 8, The Reestablishment of the German Empire; Doc 10, Mazzini's Instructions to the Members of Young Italy and Doc 11, Mazzini on the Duties of Man:

What is the sense of nationalism presented by Bismarck for Germany versus Mazzini for Italy?

Ch 22, Docs 2, 4, 6, 5, 7, 8, and 11:

These readings present ideas about the nation and imperial ambitions and practices. What were the motivations for empire in the 19th century?

Finish reading Grayzel: I will narrow the number of required documents; again, read the introductory information as well as the documents. The essay assignment will be provided by Oct 31

Week 11: Nov 3-7: "Our" world trembles

Cole: Ch 22, 23 and 24

On-line: Ch 24: Doc 1, Woodrow Wilson, The Fourteen Points

Think about the response excerpted in Grayzel!

Essay assignment 2 on Grayzel due at start of class on Nov 7.

Week 12: Nov 10-14: "Our" world collapses: global wars to global stalemate

Cole: Ch 25 and 26 (to p 632):

On-line: Ch 25, Doc 2, Mussolini, What is Fascism?; Ch 26: Doc 1, Chamberlain's Defense of the Munich Agreement; Doc 5, The Munich Pact:

Think about how World War 1 is linked to World War 2.

Week 13: Nov 17-21 and Nov 24: The collapse continued: the cost of the Cold War and the global response

Cole: Ch 26 (from p 632 to end) and Ch 27

On-line: Ch 26, Doc 9, Szilard Petition; Ch 27: Doc 2, The Cold War World; Doc 3, Churchill's "Iron Curtain" Speech; Doc 4, George Kennan, Long Telegram; Doc 5, Khrushchev's Secret Speech

Consider how the Cold War had a sort of logic.

Nov 26-Nov 30: Thanksgiving Holiday

Week 14: Dec 1-5: The contemporary West and its challenges: what comes next?

Cole: Ch 28 and 29

On-line: Ch 28: Doc 1, The Berlin Wall, 1961; Doc 4, Gorbachev Report, 1987

What is the reason the Cold War "ends"?

Last class: Dec 5

Reading Days: Dec 8 and 9

Final exams: Dec 10, 12 and 15 depending on section.

Final essay assignment to be provided no later than Dec 3. (Essay due at scheduled exam time.)

Reading Analysis Assignment Requirements:

1. Each essay is to be no less than 2 full pages, no more than 3. Essays are to be typed, double spaced, with 1 inch margins and 12-point Times New Roman font. The header should be single spaced and include both your name and section number.
2. All essays are due at the start of class and are to be handed in, in person. Essays will not be accepted via email except for compelling, verifiable reasons; computer or printer problems are neither compelling nor verifiable.
3. For each essay, address the following in a well-crafted analysis:
 - a. From the specified weeks' readings, choose one of the assigned primary source readings (or associated set of readings), identify it in full: author (if known), title, and subject.

- b. Relying primarily on the Cole text, describe the historical context as best you can. (Context means the “back story” which includes the factual information of when, where, and who or what the selection is about, who wrote it, as well as the underlying reason the piece was written.)
- c. Analyze how this reading illustrates its moment in time. What does this piece tell you about the events and the people of that era? Consider the “hints” in the reading assignments as a starting point for your analysis of the meaning or significance of the document/s you have chosen. Consider also who the intended audience of the text was and what its purpose was.
- d. Use parenthetical citation for your use of the text and readings. After the paraphrased or quoted material, for the Cole text, simply insert (Cole, p#). For the readings, cite to the author, if known, and title of the document. For ex. (Plutarch on Spartan Discipline). The cite goes inside the final punctuation for the passage in question (that is, before the period but after quotation marks!).

Do not use outside material (no internet searches). Also, do not cite to the book from which the excerpted documents were taken; the editors and translators are not the authors of the documents.

- e. A bit of advice: follow directions! Formatting, proofreading, and content requirements all matter in your overall grade. Above all, make sure to clearly express the main point of your essay (the thesis): how does the document (or documents) illustrate that moment in time?