

History 100: History of Western Civilization  
Spring 2016  
Instructor: Janet M.C. Walmsley

Office: Rob B 226C                      Office hours: MWF: 11:30-12:15 or by appointment  
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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 through class discussion, in the reading and writing assignments, and the final exam.

**Required course materials:**

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

Tom Standage. *A History of the World in 6 Glasses*. Bloomsbury, New York, London, 2005. ISBN: 978-0-8027-1552-4

Primary source readings will be assigned from the textbook study site: [www.books.wwnorton.com/StudySpace](http://www.books.wwnorton.com/StudySpace). You need to register for the site with the access code inside the front cover of your textbook.

The books are available through the bookstore, of course, but also through on-line sites, from the publisher, and as e-books and text-rentals. As a last resort, there is one copy of each book on reserve at the Johnson Center library.

**Grade components:**

Attendance and participation:	10%
Essay #1	25%
Essay #2	25%
Essay #3	25%
Essay #4	25%

(The lowest grade of the 4 essays will be dropped!)

Final exam: 15%

The 4 essays will be based on the course material from lecture and all assigned reading to that point in the course. The primary focus for each essay will be Tom Standage's book, *A History of the World in 6 Glasses*. I will provide specific assignment instructions via e-mail the week prior to each essay's due date. Additionally, there will be a final exam taken at the scheduled exam time which will focus mainly on the last few weeks of class.

**PLEASE NOTE:** If you do not complete the writing requirements AND the final exam, you will fail the course.

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. Also, remove earbuds or headphones.

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.! E-etiquette is expected at all times. The first time I spot unauthorized use of electronic devices will be a warning; the 2<sup>nd</sup> time there will be a blanket shut-down. The 3<sup>rd</sup> time: no further use of any electronic devices. Those individuals who have a 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](mailto: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.**

### **SCHEDULE OF READINGS AND ASSIGNMENTS:**

All assignments are subject to change. The reading assignments are for the week in question and should be completed by the start of each week.

The Cole text has a rich set of on-line resources at: [www.wwnorton.com/StudySpace](http://www.wwnorton.com/StudySpace)

The registration code is inside the front of the textbook on the back of the page after the 2-page world map. Make sure you take a look at each chapter's on-line maps, quizzes, documents, images, etc. This is a free supplement 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 and the material assigned in Standage are not necessarily chronologically aligned with the weekly chapter assignments. The order of presentation of class material does not dovetail with the textbook's chapter organization. Also, please note: the on-line readings are organized alphabetically, not chronologically, so you must pay attention to when as well as what or who the various readings are about.

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

**Week 1:** Jan 20-22: Introduction: What does "the west" mean? Where does it "begin"?

Cole: Ch 1 and 2

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

Standage: Intro and Ch 1

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

What does a law code imply?

**Week 2:** Jan 25-29: The Greek world: What does the "cradle of Western civilization" mean?

Cole: Ch 3 and 4

Standage: Ch 2

On-line: Ch 3: Doc 10, Plutarch on Spartan Discipline:

What is the impact of Plutarch's Athenian identity on this account of the Spartans?

Jan 26: Last day to add, last day to drop with full fee refund.

**Week 3:** Feb 1-5: The Roman world: Republic to Empire

Cole: Ch 5 and 6

Standage: Ch 3

On-line: Ch 5: Doc 8, Polybius, An Analysis of Roman Government

What is the impact of Polybius's Greek background on his assessment of the Roman Republic?

**Week 4:** Feb 8-12: The Early Middle Ages: The shift to the north and west begins

Cole: Ch 7 and 8

Standage: Ch 4

On-line: Ch 6, Doc 5, Eusebius on Constantine

What is the impact of Eusebius's own story on this account?

How do you deal with people challenging your belief system?

**First essay due Feb 10. Use the readings relevant for the period up to the Roman Empire. (I.e., Standage, Chs 1-3)**

**Week 5:** Feb 15-19: Medieval Europe: Shaping a distinct western world

Cole: Ch 9 and 10

Standage: Ch 5

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.

**Week 6:** Feb 22-26 Collapse and Rebirth

Cole: Ch 11 and 12

Standage: Ch 6

On-line: Ch 9, Doc 6, 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 (please note: in this context, "villains" refers to workers who live in villages, not criminals):

How does the Black Death affect society?

**Week 7:** Feb 29-Mar 4: Religious Disunity and State Unity

Cole: Ch 13 and 14

Standage: Ch 7

On-line: Ch 13, Doc 2, Calvin on Predestination, Doc 10, Luther's Ninety-Five Theses; 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?

**Essay #2 due on Mar 2. Use the material relevant from the Roman Empire through the Middle Ages (Standage, Chs 4-6)**

**Spring Break: Mar 7-11**

**Week 8:** Mar 14-18: Intellectual and political revolutions

Cole: Ch 15, 16 and 17

Standage: Ch 8

On-line: Ch 15: Doc 1, English Bill of Rights; Ch 18, Declaration of the Rights of Man and the Citizen:

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

Mar 18: End of midterm grade reports for 11 and 200 level classes

**Week 9:** Mar 21-25: Economic and political revolutions

Cole: Ch 18 and 19

Standage: Ch 9

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

Think about the perspective of workers versus owners.

Mar 25: End of selective withdrawal period

**Week 10:** Mar 28-Apr 1: The Nineteenth Century and "our" world begins

Cole: Ch 20 and 21

Standage: Ch 10

On-line: Ch 21, Doc 3, Bismarck on the Ems Telegram; 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 19<sup>th</sup> century?

**Essay # 3 due on Mar 28; Use the material relevant through the early 19<sup>th</sup> century (Standage, Chs 7-10)**

**Week 11:** Apr 4-8: “Our” world trembles  
Cole: Ch 22, 23 and 24  
Standage: Ch 11

On-line: Ch 24: Doc 1, Woodrow Wilson, The Fourteen Points  
Why weren’t Wilson’s hopes for peace realized?

**Week 12:** Apr 11-15: “Our” world collapses: global wars to global stalemate  
Cole: Ch 25 and 26 (to p 632):  
Standage: Ch 12

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:** Apr 18-22: The collapse continued: the cost of the Cold War and the global response  
Cole: Ch 26 (from p 632 to end) and Ch 27  
Standage; Epilogue

On-line: 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.

**Essay #4 due on Apr 20. Use the material relevant through to the contemporary world. (Standage, Chs 11, 12 and epilogue)**

**Week 14:** Apr 25-29: 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: May 2; reading day May 3**

**Exam Week: All exams are held in PLA 120**

**Class Meets at:      Final Exam day & time:**

**9:30: Mon May 9: 7:30-10:15**  
**10:30: Wed May 4: 10:30-1:15**

**12:30: Mon May 9: 10:30-1:15**  
**1:30: Wed May 4: 1:30-4:15**