

History of Western Civilization

History 100-003

MWF 1:30pm-2:20pm

Classroom: Planetary Hall 120

Office Hours MW 12:00PM-1:20PM; W:3:00PM to 4:00PM

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Office: Robinson B369B

I. Introduction and course goals

This course is a survey of the political, economic, religious, social, and intellectual forces that shaped Western Civilization, in both global and specific national contexts. Our examination of these forces will be shaped by four main thematic questions: 1) What are the sources of authority and political legitimacy for rulers and governments across the centuries, and how have city-states, empires, nations and more established themselves and evolved over time? 2) What have been some of the political and religious philosophies that have shaped Western Civilization? 3) How have concepts of race, class, and gender evolved over time, and how have these influenced the societies we will be studying? 4) How have war and conflict influenced Western Civilization?

Throughout the course, students will learn skills necessary for them both as students of history and in most of life's endeavors: critical and analytical thinking, writing, reading, listening, note taking, working in groups, and public speaking.

Over the course of the semester, we will explore these and other topics through lectures, discussions, readings, and other resources. In addition, this course is designed to help students develop their critical reading, writing, research, and speaking skills through in-class activities and take-home assignments. Students are expected to attend classes faithfully, participate actively, and complete the reading assignments before attending lecture and section (more on this below). Please feel free to ask questions during class. Students will be responsible for materials covered in lecture and in all the readings.

Remember – you are very welcome to come and talk with me about any aspect of the course. My office hours and location are listed above. I can also be reached by e-mail (dhadley@gmu.com).

Expected Learning Outcomes:

By completing the requirements for this historical survey, students will:

1. Acquire a perspective on history and an understanding of the factors that shape human activity.
2. Demonstrate an understanding of the main currents of the development of western civilization.
3. Demonstrate the ability to integrate and analyze a wide range of historical information.
4. Demonstrate the ability to read and analyze texts (primary and secondary), films, and images, both orally and in writing.

5. Display knowledge about the origins and nature of contemporary issues in the World and develop a foundation for future comparative understanding.

II. Grading structure and Notifications

Grading structure:

Participation: 100 Points

Reading/Map Quizzes: 200 Points

Primary Source Worksheet 1:75 Points

Primary Source Worksheet 2:125 Points

Primary Source Worksheet 3:150 Points

Take Home Midterm: 150 Points

Take Home Final: 200 Points

Total: 1000 Points

Grading Scale:

A: 93.00 and above	C+: 77.00-79.99	F: 61.99 and below
A-: 90.00-92.99	C: 73.00 to 76.99	
B+: 87.00-89.99	C-: 70.00 to 72.99	
B: 83.00 to 86.99	D+: 67.00 to 69.00	
B-: 80.00-82.99	D: 62.00 to 66.99	

- Required Reading:
 - Lynn Hunt, et. al., *The Making of the West: A Concise History, Combined Volume*, 4th Edition
 - Electronic Sources available via Blackboard
- Academic Honesty - The University's Honor Code will be strictly enforced. A copy of this policy is available online via the Student Conduct webpage. As stated on the webpage of George Mason's Honor Code website, "Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work." See <http://oai.gmu.edu/> for more information on academic integrity. Students are expected to read and understand this policy, and they should ask the instructor for guidance if they are unsure about a specific question regarding academic integrity.
- Accessibility - per George Mason policy, "If you are a student with a disability and you need academic accommodations, please contact Disability Services (DS) at 993-2474. All academic accommodations must be arranged through DS."
- Diversity The course complies with the George Mason's Diversity Statement: "George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty and staff. An emphasis upon diversity and inclusion throughout the campus community is essential to achieve these goals. Diversity is broadly defined to include such characteristics as, but not limited to, race, ethnicity, gender, religion, age, disability, and sexual orientation. Diversity also entails different viewpoints, philosophies, and perspectives. Attention to these aspects of diversity will help promote a culture of inclusion and belonging, and an environment where diverse

opinions, backgrounds and practices have the opportunity to be voiced, heard and respected.”

- Lateness policy – assignments submitted late will lose one letter grade; for each additional day late, an additional grade will be taken off in penalty. Students not present for in class assessments will only be permitted the opportunity to take the assessments if they provide a valid reason for absence.
- Classroom decorum – my goal is that the classroom will be a place of respect and consideration. We will be discussing contentious and at times painful topics; different points of view are welcome, and debate is encouraged, but respect is necessary at all times. This also extends to distractions in class. If you need a computer, tablet, or phone to take notes, you are welcome to do so, but please use such devices only for academic purposes. If you wish to record the lectures, please check with me first. While attendance is not a graded component of the class, please inform me ahead of time if you will be late to class or need to leave class early. If you come late, or leave early, please do so with the minimum level of disruption possible.
- Absence policy – as attendance is not a graded portion of your grade, there is not a direct penalty for missing class. However, you will miss the opportunity to accrue participation points, and will miss key issues in lecture and discussion. Should you miss class, it is **your** responsibility to obtain notes from a fellow student. If you are absent or the late the day of a map quiz, **you will not have the opportunity to take the quiz without a legitimate excuse.**

III. Assessments and Assignments

Expectations:

To succeed in this course, you will need to attend class, keep up with readings, participate regularly, produce several pieces of analytical writing, and work effectively with your peers. Most of all, you should come to class willing to learn, listen, and challenge yourself.

A. Participation: Your active participation in the course is essential. Part of the class will be devoted to discussion of assigned readings, both in small groups and as a whole class. Your involvement in these discussions means listening actively, responding to your peers, asking questions, and offering comments. You may bring the readings themselves to class (printed, on a computer, seared into your mind, etc.), or simply bring notes on the readings.

B. (1) Map Quizzes: These will occur on scheduled days and will test your knowledge of relevant geography and your comprehension of course material.

B. (2) Reading Quizzes: These will be taken online; you will have a window of time indicated on the syllabus to take the quiz, and a set amount of time to take the quiz once you have opened it. The quizzes will test your knowledge of the readings and your analytical ability to make sense of them.

C. Primary Source Worksheets: These will consist of a series of short answer questions on one of the assigned sources. The purpose of these is to help you think more deeply and critically about historical sources and their value to us as historians. They will be submitted online through

Blackboard.

D. Midterm and Final Examinations: These examinations will be a combination of short answer and essay questions. Like the reading quizzes, they will be available online. You will have a window during which you may open the exam, and, once it is open, a set time limit in which to answer. You will have full access to your notes; the examinations will be a test of both your ability to process and retain information over the course of the semester and, more importantly, your ability to use that information in analysis and argument.

IV. Course Schedule:

Weekly Schedule All syllabus dates and assigned readings are subject to change.

NOTE: For primary sources, selections of whole works will be available electronically; students are not expected to read whole works, but instead will read the available selections. All readings are to be read by the date they are listed in the syllabus.

Week 1- 1.23 to 1.27: The Cradle of Civilization

- **Monday** Introduction to Class, Discussion of Primary Sources, Consideration of Question, “What is the West?”
 - Reading: Syllabus
- **Wednesday:** Mesopotamia and the First Empires
 - Reading: Hammurabi’s Code
- **Friday:** Early Mediterranean Civilization
 - Reading: None

Week 2- 1.30 to 2.3: Democracy and Empire

- **Monday:** Athenian Democracy, the Wars with Persia, and the Peloponnesian War
 - Reading: Textbook, Chapter 3; Chapter 5
- **Wednesday:** Alexander the Great and the Roman Republic
 - Reading: Pericles’ Funeral Oration
- **Friday:** The Ascension and Decline of the Roman Republic
 - Reading: Polybius, Book 6
 - **Map Quiz #1**
 - **Reading Quiz #1 Goes Live after class, 2/3, and must be completed by the time class begins Monday, 2/6**

Week 3- 2.6 to 2.10: The Pax Romana

- **Monday:** The Roman Civil War and the Principate
 - Reading: Textbook, Chapter 6
- **Wednesday:** The Five Good Emperors and the Rise of Christianity
 - Reading: Cassius Dio Excerpt
- **Friday:** The Crisis of the 3rd Century and the Dominate System

- Reading: Textbook, Chapter 7 (only “From Principate to Dominate in the Late Roman Empire, 284-395” and “The Official Christianization of the Empire, 312-c.540”);
- Reading: Diocletian, “Edicts Against the Christians”
- Reading: Eusebius, “The Conversion of Constantine”

Week 4- **2.13 to 2.17: Feudal Society**

- **Monday:** The Collapse of Rome and the Rise of the Franks
 - Reading: Textbook, Chapter 9
- **Wednesday:** The Empire of Charlemagne and the Nature of Feudalism
 - Reading: Einhard, “Life of Charlemagne Hagiography”
- **Friday:** The Post-Roman Papacy
 - Reading: Investiture Controversy Readings
- **Primary Source Worksheet due in Blackboard Dropbox by Friday, 2/17 at 5:00PM**

Week 5- **2.20 -2.24: Wars Secular and Religious**

- **Monday:** The Crusades as an Idea
 - Reading: Textbook, Chapter 10
 - Reading: Leo IV, “The Forgiveness of Sins for those who Die in Battle”
- **Wednesday:** The Hundred Years’ War
 - Reading: Textbook, Chapter 13
 - Reading: Machiavelli, “The Prince”
- **Friday:** Plague and Renaissance
 - Reading: None
 - **Map Quiz 2**
 - **Reading Quiz #2 Goes Live after class, 2/24, and must be completed by the time class begins Monday, 2/27**

Week 6- **2.27 to 3.3: The World in 1500**

- **Monday:** The Protestant Reformation
 - Reading: Textbook, Chapter 14
- **Wednesday:** The Beginnings of the Modern State
 - No Reading
- **Friday:** The Exploration and Exploitation of the New World
 - Reading: Columbus’s Letter;
 - Reading: Michel de Montaigne, “Of Cannibals”

THE MIDTERM EXAM WILL GO LIVE ON BLACKBOARD BY THURSDAY, 3/2 AT 8:00 AM AND WILL BE DUE BY MONDAY 3/6 AT 8:00AM

Week 7- 3.6 to 3.10: The Americas and Wars of Religion

- **Monday:** Wars of Religion
 - Reading: Textbook, Chapter 15
- **Wednesday:** Wars of Religion (II), the Peace of Westphalia
 - No Reading
- **Friday:** The Slave Trade
 - Reading: John Barbot's description of the African slave trade
 - Reading: Olaudah Equiano's description of the Middle Passage at

Week 8- 3.13 to 3.17: Spring Break – No Class

Week 9- 3.20 to 3.24: Revolution in Politics and Industry

- **Monday:** The Enlightenment and the American Revolution
 - Reading: Textbook, Chapter 17 "The Birth of the Enlightenment"; Chapter 18
- **Wednesday:** The French Revolution
 - Reading: Textbook, Chapter 19; The Declaration of the Rights of Man
- **Friday:** The Napoleonic Wars
 - No Reading
 - **Map Quiz #3**
 - **Reading Quiz #3 Goes Live after class, 3/24, and must be completed by the time class begins Monday, 3/27**

Week 10- 3.27 to 3.31: Industry, Empire, and Ideology in 19th Century

- **Monday:** The Industrial Revolution
 - Readings: Textbook, Chapter 21, Chapter 23
- **Wednesday:** Imperialism as an Ideology
 - Readings: Rudyard Kipling, "The White Man's Burden" and Edward Morel, "The Black Man's Burden"
- **Friday:** Liberalism (Classic), Nationalism, Communism
 - Readings: Adam Smith, "Wealth of Nations" Excerpt; Karl Marx, "The Communist Manifesto" Excerpt

Week 11- 4.3 to 4.7: A Continuum of Crisis

- **Monday:** German Unification and the July Crisis
 - Reading: Textbook, Chapter 25
- **Wednesday:** The Nature of World War I
 - Reading: World War I Poetry
- **Friday:** The Russian Revolution
 - Reading: Lenin, "April Thesis"
 - Reading: The Dissolution of the Constituent Assembly
- **Primary Source Worksheet due in Blackboard Dropbox by Friday, 4/7 at 5:00PM**

Week 12- 4.10 to 4.14: The Collapse of the Old Order and World War II

- **Monday:** The Treaty of Versailles and the Great Depression
 - Reading: Textbook, Chapter 26
- **Wednesday:** The Rise of Fascism
 - Reading: Umberto Eco, “Ur-Fascism”
- **Friday:** The Beginning of World War II
 - Reading: Churchill’s Speech “Their Finest Hour”

Week 13- 4.17 to 4.21: The Holocaust

- **Monday:** World War II and Total War
 - Reading: None
- **Wednesday:** The Holocaust
 - Reading: Harold Porter Letter to Parents about Dachau
 - Eli Wiesel, *Night* excerpt
- **Friday:** The Post-War Order
 - Reading: George Kennan’s Long Telegram
 - Reading: Nikolai Novikov’s Telegram
 - **Map Quiz #4**
 - **Reading Quiz #4 Goes Live after class, 4/21, and must be completed by the time class begins Monday, 4/24**

Week 14- 4.24 to 4.28: The Cold War and Decolonization

- **Monday:** The Nuclear Standoff
 - Reading: Textbook, Chapter 27
- **Wednesday:** Decolonization
 - Reading: Gandhi, “Indian Home Rule”
 - Reading: The Vietnamese Declaration of Independence (1945)
- **Friday:** Cold War in the Third World
 - Reading: Collected Accounts, The Vietnam War
- **Primary Source Worksheet due in Blackboard Dropbox by Friday, 4/28 at 5:00PM**

Week 15- **5.1 to 5.5: The Fall of the USSR and the 21st Century**

- **Monday:** The 1970s and the Breakdown of the Bipolar World
 - Reading: Textbook, Chapter 28
- **Wednesday:** Conflict and Collapse - The 1980s and the End of the Cold War
 - Reading: None
- **Friday:** The Fall of the Soviet Union, the Rise of the European Union, and the New World Order
 - Reading: Francis Fukuyama, “The End of History”

FINAL EXAM WILL GO LIVE ON BLACKBOARD BY SATURDAY, 5/6 AT 8:00AM, AND WILL BE DUE BY WEDNESDAY 5/10/17 AT 4:15 PM