

**HIST 100-002: WESTERN CIVILIZATION(S)**  
**SPRING 2018**  
**MONDAY – WEDNESDAY - FRIDAY 11:30 A.M. – 12:20 P.M.**  
**PLANETARY HALL ROOM #120**  
**[FORMERLY SCIENCE & TECH HALL]**

**INSTRUCTOR:** Andrew Walker White, Ph.D.  
**Email Address:** awhite45@gmu.edu  
**Text/Phone:** 571-730-8326 (Questions/late for class/absence, etc.)  
**Office Hours:** Robinson B Room 226A, Wednesday & Friday, 12:30-1:30 PM  
 (& by appointment)

**REQUIRED TEXT:**

- *Western Civilizations: Their History and Culture*, 4<sup>th</sup> edition, by Joshua Cole & Carol Symes. (ISBN# 978-0-393-92213-4).

**PRIMARY SOURCES (HANDOUTS):**

- In addition to chapter readings for each class, we will devote our Friday classes to primary sources—materials taken directly from the time period we are covering each week. These readings will be available as handouts, and I will distribute them well in advance of the days we discuss them.

**COURSE SCOPE AND OBJECTIVES:**

In this course we will explore the long, complex history of the West—a term which usually refers to Europe and later the Americas, but which has truly global implications. We will trace patterns of development in the West, its personalities, empires, kingdoms and nations, its ideas and innovations, its many faith traditions, as well as its intimate connections with neighbors near and far. We must always remember that the West didn't emerge from a vacuum; it was constantly influencing, and influenced by, the rest of the world.

Not all of what we find will be pleasant; we will see glaring contradictions between how the West sees itself, and how the West actually behaves. But amidst all the brutality and hypocrisy we will also find advocates for greater freedom, decency, equity and prosperity.

You will have a valuable opportunity this semester to take a deep dive into our shared history and learn the often-complex origins of many of the challenges we face today. And we urgently need to understand this stuff as well as we can; because without a past, we can have no future.

**COURSEWORK & TEACHING METHOD:**

This semester we will combine regular textbook reading with lectures, Socratic-style dialogues, viewings of artwork and films, discussions, as well as your own student presentations. Take nothing at face value—we will not only question the mindset of the people we encounter, we will also ask whether our own understanding of the West's history is accurate, or in any way useful.

Our questions, our provisional answers and our discussions will be geared towards answering much more than the traditional journalistic questions. It's not just a matter of "who, what, where

and why?"; we will also be asking ourselves at a deeper level, "what on earth were they thinking?" and, perhaps more importantly, "what does it have to do with me?"

### ASSIGNMENTS:

In addition to regular textbook readings, regular class attendance and full participation, I will need you to write three basic assignments for me this term:

#1: Heritage Essay. The first assignment will be a personal essay, due Friday of Week 1, briefly describing your own heritage and your personal experiences with 'outside' cultures (2-3 pages).

#2: Chapter Report. For most of our classes, I will only require you to read selected pages from the textbook's chapters. But I will also assign you one chapter which you must read *in its entirety*; take careful notes, and offer the class a brief presentation. The presentation needs to include a) what you think are the most important facts, b) what surprised you the most, c) what you want to learn more about and – last but not least—d) what you'd like the class to discuss.

#3: Crash Course in Writing History. Last but not least, you will also have the opportunity to step into a historian's shoes and write a brief research paper on the subject of your choice. Pick a small question on Western civilization, taken from the material we will be covering, and use the library and its databases to find 5 brief peer-reviewed articles on your question. (5 pages of writing, excluding the title page and list of sources.) If you haven't done research papers before, don't worry – I'll walk everyone through this, and will help you sort out the reputable sources from the "fake news".

### TAKE-HOME EXAM ESSAYS:

At the mid-point and the end of our semester I will give you a take-home exam, open-book. They will give you an opportunity to respond directly and personally to the material we have covered, and to think about how the history of western civilization impacts you.

For both exams I will give you a Menu of subjects to choose from, and I will invite you to write briefly about what interests you, what confuses you, even what upsets you; it's your chance to respond directly to what we study. Your answers need to be anchored firmly in the materials we have discussed in class, I'll expect you to look up at least one peer-reviewed source to complement the textbook material for each answer you give.

*A reminder about George Mason's Honor Code: you can't copy and paste anyone else's work and call it your own. Quotations and paraphrases are OK but must come with complete citations.*

### GRADING ELEMENTS:

<u>Task or Assignment</u>	<u>Percentage of Grade</u>
Attendance and Participation (Including Chapter Reports)	40
Heritage Essay	10
Take-Home Exam Essays (2)	25
<u>Research Project</u>	<u>25</u>
Total:	100%

**GRADING SCALE:**

90-100	A	Outstanding
	A+	97 – 100
	A	93-96.9
	A-	90-92.9
80-89	B	Above Average
	B+	87-89.9
	B	83-86.9
	B-	80-82.9
70-79	C	Average
	C+	77-79.9
	C	73-76.9
	C-	70-72.9
60-69	D	Below Average
59-Below	F	Failure (no credit for the course)

**Please Note the Grading Elements for this course, because:**

**ATTENDANCE & PARTICIPTION ARE NOT JUST OPTIONS, THEY'RE REQUIRED:**

This is *not* a class where you can drop in and out, or just show up for exams. History is a *fully participatory* enterprise; we all have a vital role to play in it, and we must learn what we can about our history in order to be more effective citizens. So I expect every one of you to come to every class, ready to raise your hand and contribute to the discussions we have.

**READINGS:**

This course requires a substantial amount of readings, usually around 15 pages for each class. Our textbook is huge, so I have selected key passages for you to focus on; you and your classmates will also take turns reading selected chapters in their entirety, to help each other get the bigger picture.

I don't usually offer "pop quizzes," but from time to time I may administer them, to make sure you're keeping up with the readings. The schedule for dates and readings begins on the next page:

**HIST 100.002 - WEEKLY SCHEDULE****[NOTE:**

<b>Monday</b>	<b>Wednesday</b>	<b>Friday</b>
January 22 Introduction – Chapter 1, Early Civilizations pp. 15-29	January 24 Chapter 2, Peoples, Gods & Empires, pp. 36-46, 53-57 Chapter 3, The Civilization of Greece pp. 67-81	January 26 Primary Sources: Code of Hammurabi, Epic of Gilgamesh Homer & Sappho
January 29 Chapter 4, The Greek World Expands pp. 92-108	January 31 Chapter 5, The Civilization of Ancient Rome pp. 113-129	February 2 Primary Sources: Thucydides, Ovid, Catullus, Cicero
February 5 Chapter 6, The Transformation of Rome pp. 140-144, 149-154, 159-163	February 7 Chapter 7, Rome's Three Heirs pp. 166-176, 184-191	February 9 Primary Sources: Eusebius, Procopius, The Quran
February 12 Chapter 8, The Expansion of Europe pp. 194-199, 210-221	February 14 Chapter 9, The Consolidation of Europe pp. 224-229, 232-237, 241-246	February 16 Primary Sources: Liutprand, Digenes Akritis, Schmuel Hanagid
February 19 Chapter 10, The Medieval World pp. 256-262, 267-277	February 21 Chapter 11, Rebirth and Unrest pp. 290-301, 305-311	February 23 Primary Sources: Choniates, Dante, Magna Carta
February 26 Chapter 12, Innovation and Exploration pp. 314-324, 332-336	February 28 Chapter 13, The Age of Dissent and Division pp. 344-354, 358-364	March 2 Primary Sources: Bartolomé de las Casas, Martin Luther, Machiavelli
March 5 Chapter 14, Europe in the Atlantic World pp. 370-376, 381-392	March 7 Primary Sources: Sor Juana, Cervantes	March 9 Mid-Term Reflections: Looking Back & Looking Ahead to Exam Essays
March 12 <b>SPRING BREAK!</b>	March 14 <b>ENJOY YOURSELF!</b>	March 16 <b>SEE YOU NEXT MONDAY!</b>
March 19 Chapter 15, European Monarchies and Absolutism pp. 402-413, 417-423	March 21 Chapter 16, The New Science of the Seventeenth Century pp. 426-436, 442-447	March 23 Primary Sources: Galileo, Descartes, Hobbes
March 26 Chapter 17, Europe during the Enlightenment pp. 454-466, 472-475	March 28 Chapter 18, The French Revolution pp. 479-488, 490-499	March 30 Primary Sources: John Locke, Thomas Jefferson, Declaration of the Rights of Man

<p>April 2 Chapter 19, The Industrial Revolution and Nineteenth-Century Society pp. 506-512, 516-519, 525-529</p>	<p>April 4 Chapter 20, The Age of Ideologies: Europe in the Aftermath of Revolution pp. 532-539, 544-551</p>	<p>April 6 Primary Sources: Adam Smith, Thomas Malthus, Jane Austen</p>
<p>April 9 Chapter 21, Revolutions and Nation Building pp. 562-567, 581-590</p>	<p>April 11 Chapter 22, Imperialism and Colonialism pp. 596-606, 608-614</p>	<p>April 13 Primary Sources: Karl Marx, Leo Tolstoy, Charles Darwin</p>
<p>April 16 Chapter 23, Modern Industry and Mass Politics pp. 625-639</p>	<p>April 18 Chapter 24, The First World War pp. 648-656, 660-666, 668-671</p>	<p>April 20 Primary Sources: Dickens, Tennyson, Owen, Graves</p>
<p>April 23 Chapter 25, Turmoil between the Wars pp. 676-682, 685-692, 696-698</p>	<p>April 25 Chapter 26, The Second World War pp. 703-708, 710-719</p>	<p>April 27 Primary Sources: Renoir, Auden, Universal Declaration of Human Rights</p>
<p>April 30 Chapter 27, The Cold War World: Global Politics, Economic Recovery, and Cultural Change pp. 728-736, 740-746</p>	<p>May 2 Chapter 28, Red Flags and Velvet Revolutions: The End of the Cold War pp. 760-776</p>	<p>May 4 Final Reflections: Looking Back &amp; Looking Ahead to Final Exam Essays</p>
	<p><b>MAY 11, 10:30AM – 1:15PM: TAKE-HOME FINAL EXAM ESSAYS DUE Planetary Hall #120</b></p>	

**NO IN-CLASS TECHNOLOGY:**

Be advised that I will *not* allow you to use laptops, cellphones, or any other hand-held electronic devices in this class. You may take notes directly on paper, using a pencil or pen (your choice). Only note-takers authorized by Disability Services (see below) are allowed to use a laptop to type up notes and record lectures. If you need special permission to use a device, you must consult with me and DS first.

**\*\*Cellphones must be turned off at the beginning of each class.\*\*** You may not consult your cellphone at any time in my classroom—you'll have plenty of time for that both before and after we meet.

Bottom line: if you use any electronic devices without my prior consent, I will deduct from your Attendance and Participation grade.

### **IT'S A CLASSROOM, NOT A KITCHEN:**

Our classroom time together is short—only 50 minutes each—you need to plan your eating and drinking before and after class. We need you completely focused on the lesson of the day. I will deduct from your Attendance and Participation grade if you bring anything in. (*Unless, of course, you bring in enough to share with all of us—in which case, we can talk*).

### **HONOR CODE:**

The integrity of the University community is affected by the individual choices made by each of us. Mason has an Honor Code with clear guidelines regarding academic integrity. Three fundamental and rather simple principles to follow at all times are that: (1) all work submitted be your own; (2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment, ask for clarification. No grade is important enough to justify academic misconduct. Plagiarism means using the exact words, opinions, or factual information from another person without giving the person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes. Paraphrased material must also be cited, using MLA or APA format. A simple listing of books or articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in the academic setting. If you have any doubts about what constitutes plagiarism, please see me.

### **LEARNING DISABILITIES:**

If you are a student with a disability and you need academic accommodation, please see me and contact the office of Disability Services (DS) at 703-993-2474, or online at: <https://ds.gmu.edu/>. *All academic accommodations must be arranged through that office.* Students must inform the instructor at the beginning of the semester, and DS will make arrangements for the specific accommodations you need.

### **MASON DIVERSITY STATEMENT:**

George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty and staff. Through its curriculum, programs, policies, procedures, services and resources, Mason strives to maintain a quality environment for work, study and personal growth.

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.

The reflection of Mason's commitment to diversity and inclusion goes beyond policies and procedures to focus on behavior at the individual, group and organizational level. The implementation of this commitment to diversity and inclusion is found in all settings, including individual work units and groups, student organizations and groups, and classroom settings; it is

also found with the delivery of services and activities, including, but not limited to, curriculum, teaching, events, advising, research, service, and community outreach.

Acknowledging that the attainment of diversity and inclusion are dynamic and continuous processes, and that the larger societal setting has an evolving socio-cultural understanding of diversity and inclusion, Mason seeks to continuously improve its environment. To this end, the University promotes continuous monitoring and self-assessment regarding diversity. The aim is to incorporate diversity and inclusion within the philosophies and actions of the individual, group and organization, and to make improvements as needed.

### **CLASSROOM PARTICIPATION AND ATTENDANCE POLICY:**

Due to the importance of lecture and classroom participation to your total learning experience, I encourage you to both attend and participate in class regularly. Attendance, punctuality, preparation, and active contribution to small and large group efforts are essential. These elements of your behavior will reflect the professional attitude implied in the course goals and will account for 50% of your course grade. (Please see the rubric in the grading section of this syllabus.) If you must miss a class, notify the instructor (preferably in advance); you are still responsible for completing all assignments and readings for the next class.

### **INTERNET ETIQUETTE:**

I will create an online portal for this course and will try to make it as engaging as possible, with links to related Web articles, videos, images, etc. You are free to use this portal to ask questions, make additional comments on the day's work, and share things you yourself have found on the internet.

*Just remember: respect is a two-way street.*

Whenever you log into our site, you need to respect each other. I do not tolerate trolling or deliberate provocations of any kind; insults and threats are absolutely forbidden. Failure to use my course website responsibly will have consequences.