

# HISTORY OF WESTERN CIVILIZATION

HIST 100-DL1

Fall 2021

3 credit hours

## The Big Ideas, Momentous Events, and Important People of Western Civilization

**Instructor:** Professor Chris Elzey

**Location:** Blackboard

**When:** Weekly (material for the weekly learning module will be made available at 8:00 am EDT/EST each preceding Wednesday, except for weeks #1 and #16)

**Email:** celzey@gmu.edu (please use your GMU account when emailing)

**Office Hours:** M/W 11:00 am-12:00 pm EDT/EST (I will hold office hours via Zoom during this time; please email in advance to schedule a meeting)

**Teaching Assistant:** Hernan Adasme (hadasme@gmu.edu)

**Grader:** Patrick McBride (pmcbrid@gmu.edu)

### Prerequisites for the Course

None

### The Course

The History of Western Civilization explores the significant events, issues, historical figures, and social and cultural movements of the western world from antiquity to the present. We will spend the bulk of our time examining the people, ideas, and events that changed the course of western history.

Why study the history of western civilization? One reason is that it allows you to better understand the world in which you live. Much of what has been identified as the “modern” experience—democracy, enlightened thinking, egalitarianism—owes itself in large part to the influence of western civilization. Another reason is that the history of western civilization provides an intellectual foundation to appreciate the various artistic, cultural, philosophical, and literary movements that have informed—and continue to inform—the modern experience in the west.

You are expected to participate in all facets of the course—screening of films, reviewing recorded PowerPoint presentations, completing all assigned readings, posting comments on the discussion board, reading all primary and secondary source documents, and submitting all assignments, quizzes, and exams. Doing so will not only produce an optimum learning environment for you and your peers; it will allow you to get the most out of the course.

## Learning Objectives

HIST 100-DL1 is a course in the Mason Core curriculum. As listed on GMU's website for "Learning Outcomes" for the History of Western Civilization, after completing the course, students will be able to:

1. "Demonstrate familiarity with the major chronology of Western civilization"
2. "Demonstrate the ability to narrate and explain long-term changes and continuities in Western civilization"
3. "Develop multiple literacies by analyzing primary sources of various kinds (texts, images, music) and using these sources as evidence to support interpretations of historical events"

For more on the Mason Core learning outcomes, see:

<https://masoncore.gmu.edu/western-civilizationworld-history/>

In addition, I've designed the course so that upon completion of HIST 100-DL1, students will also be able to:

4. Explain the major concepts, principles, historical trends, and social and cultural movements and traditions of western civilization
5. Express themselves clearly, concisely, and persuasively through expository writing that examines the past with a critical eye

## Required Texts

Achebe, Chinua. *Things Fall Apart*

Hunt, Lynn, Thomas R. Martin, Barbara H. Rosenwein, and Bonnie G. Smith. *The Making of the West: Peoples and Cultures*, 6<sup>th</sup> Edition (Value Edition)

**(Please note: the pagination for the ebook is different than that of the hard copy. I would encourage you to have access to the hard copy.)**

Perrottet, Tony. *The Naked Olympics*

Spiegelman, Art. *Maus I: My Father Bleeds History*, and *Maus II: And Here My Trouble Began*

There are also several required primary and secondary source documents, as well as films. All are accessible through the Blackboard page for the course.

## Course Structure

HIST 100-DL1 is an asynchronous course. No part of it will be taught in "real time." All course material is located in the "weekly learning module" on the Blackboard page for the course. Click on the "Course Content" header on the course's homepage to access the weekly module folders. Every Wednesday at 8:00 am EDT/EST, you will be able to access the material for the upcoming week (save for the first week).

To help you manage the course workload, I've assigned the due dates for readings, assignments, quizzes, exams, Blackboard discussion board posts, and papers.

Some are due Monday by 11:59 pm EDT/EST; others are due Wednesday by 11:59 pm EDT/EST. Please note: Because of Labor Day and Fall Break—both of which fall

on Monday—there are two exceptions to this schedule: Tuesday, September 7, and Tuesday, October 12.

All work is to be submitted through Blackboard. Instructions on how to do this is located in the “Start Here: Welcome” header on the course’s Blackboard page. A deduction of 5 points will result for all work submitted a day late—and an additional 5 points will be added for each subsequent day the work is not submitted. Realizing that computer problems and internet outages do happen, please make sure you give yourself enough time to submit the work.

The course will be conducted entirely on Blackboard, so be sure you know how to access and navigate it. Blackboard support at George Mason has a useful reference guide. You can find it here: <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>. If you have questions and/or problems with accessing and navigating Blackboard, please contact Blackboard support at George Mason.

The content of the course includes a variety of material, including readings, recorded PowerPoints, films, music, podcasts, pictures, and online museum exhibitions. Please be sure you can access all material. You are responsible for all course content (in other words, everything posted in the weekly learning modules for the class).

Many of you may be new to distance learning at the college level. I would suggest that you review Mason Online’s guide, “Strategies for Online Learning Success.” You can access it here: <https://masononline.gmu.edu/success/>.

### **Accessing Course Material**

To make your learning experience as rewarding as possible, it is imperative that you have a computer in good working condition with sufficient data storage—2 gigabytes (or more) of random-access memory. It is also imperative that your internet connection is speedy and has enough bandwidth to access all of the course content and complete every assignment.

Just in case something does happen, I would encourage you to have a backup plan. Disruption in internet connectivity or a faulty computer is not a valid reason for tardy submission of work.

The operating system on your computer should be suitable for the Blackboard platform used by the university. If you have questions regarding this matter, email Information Technology Services (ITS) at [support@gmu.edu](mailto:support@gmu.edu) or call 703-993-8870.

To view the Blackboard page for the course, go to <https://mymasonportal.gmu.edu> and log-in. The “Courses” tab will then appear. After clicking on the tab, HIST 100 DL1 will appear in a list with your other courses. Then simply click on the HIST 100-DL1 tab.

## **Policies of the University**

As in face-to-face classes, the policies of the university apply to distance education. Please familiarize yourself with the policies and do the utmost to adhere to them. They can be found at: <https://universitypolicy.gmu.edu/>.

## **Use of the Internet**

The Internet is a wonderful thing. After all, without it, we would not be able to meet “virtually” and explore the history of western civilization. There are, though, some best practices I’d like you to use when it comes to the internet. First, unless specifically instructed by me, there really is no reason for you to consult and include extraneous material from the internet. I cannot expect you to know what is not presented in the course.

Second, just as with other “hard copy” sources you might consult for your other classes, internet sources must be properly attributed, quoted, and cited. Under no circumstances is “cutting and pasting” information from a website assigned in the course and claiming it as your own to be done without the necessary acknowledgement and citation of the source. The Writing Center at GMU has a useful webpage that addresses most any question you might have about quoting, citing and other matters on writing. The center also offers assistance that is geared toward English for Speakers of Another Language (ESOL). To see the full list of services, access the center’s webpage at: <https://writingcenter.gmu.edu/writing-resources>.

Third, in everything you do in the course, I expect you to be respectful of other viewpoints and positions. A large component of the course revolves around the weekly discussions we will have on the Blackboard discussion board forums (more on this below). In these discussions, I expect you to treat your peers as you would like to be treated. Derogatory, abusive, and/or rude comments will not be tolerated. Posting such comments may result in a zero for the assignment.

Fourth, what may seem funny or witty to you may not be the case for others, especially when expressed on a platform such as the discussion board forums we will be using. To that end, I would strongly encourage that you review your comments before you post them. My aim with the discussion boards is to have a robust, honest, and thoughtful exchange of arguments and perspectives on the history of western civilization. As suggested by Mason Online, you may want to consult the following source (by Virginia Shea): <http://www.albion.com/netiquette/corerules.html>.

Finally, GMU has a policy on the “Responsible Use of Computing,” which applies to everything you do in the course. To access the policy, see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>.

## **Communicating with Instructor/Teaching Assistants**

Email is the best way to contact me or the teaching assistants. I ask that you include “HIST 100” in the subject line in all messages. Also, please use your GMU

account. If you email from a different account, I will ask you to resend the message through your GMU account.

Before emailing, please review the syllabus. It could be that the answer to your question is contained there. Also, your classmates are a good source of information. They may know the answer to your question. You might want to consider asking your peers before emailing.

I will do my best to respond to your email as quickly as possible. However, I might not be able to do it immediately. You can expect a reply within a day. I'd like you to abide by that expectation too. If I email you, please respond within twenty-four hours.

Given the nature of the course, I expect you to consult your GMU email account on a regular basis (preferably twice a day).

### **Course Requirements**

There are four required books for the class (see above). There are also primary and secondary source documents, images, pictures of artifacts, songs, and films that I expect you to access. All can be found under the weekly learning modules. Consult the course schedule at the end of the syllabus for deadlines of all assignments.

There are two exams. The first will cover course material contained in weekly module 1 through weekly module 8. The second will cover the rest of the course content. Exam #2 is not cumulative.

Think of each test as a "take-home" exam. Both exams will consist of two sections: short-answer questions and essays. In the menu on the Blackboard page for the course, I will make available a list of short-answer and essay questions. From that list, I will select five short-answer questions, of which you will respond to four. For the essays, I will choose three essay questions and you must answer two of those. The list of questions for exam #1 will appear during the first week; the list of questions for exam #2 will appear just after the deadline for exam #1. You will also find in the course menu a rubric for the exam.

**IMPORTANT:** There is no need to consult outside sources for either exam. All the material and information required to answer the exam questions can be found within the course itself.

The first exam is scheduled for October 18. I will make the exam available at 9:00 am EDT that day (in the week 9 module) and you must submit it by 11:59 pm EDT. Exam #2 is scheduled for December 8 (the first day of finals week). It will appear at 9:00 am EST that day (in the week 16 module). The deadline for submission is 11:59 pm EST. Each exam is worth 20 percent of your final grade.

You are also responsible for writing one paper on either *The Naked Olympics*, *Things Fall Apart*, or *Maus I and II*. I will not accept a second or third paper written on a different book. The first paper you submit is the one I'll count as your paper

grade. Please be sure you proofread the paper thoroughly and carefully before turning it in. There are no rewrites.

The length of the paper should be between 1,000 and 1,250 words. Please type your paper—as well as all work you submit over the course of the semester. I will post the questions for each paper (you are to respond to one question only) several weeks before the paper is due. The deadlines for the papers are:

- September 13, 11:59 pm EDT (*The Naked Olympics*)
- November 15, 11:59 pm EST (*Things Fall Apart*)
- December 1, 11:59 pm EST (*Maus I and II*)

You will be graded on content, use of evidence, organization, and persuasiveness (which means you should pay particular attention to grammar, punctuation, and the rules of writing). I will post a rubric for the paper and a guide to good writing under the “Grading Rubrics” header. Five points will be deducted each day the essay is late. The paper will count for 20 percent of your grade.

Please note: Just as with the exam, there is no need to consult outside sources for the longer paper. I am interested in reading about what you have to say about the respective book.

Another 20 percent of your grade will consist of several quizzes. The quizzes will cover the syllabus, readings, films, music, and primary and secondary source documents.

The final 20 percent of your grade will be based on your participation in the Blackboard discussion board forums. There will be a discussion board forum for each weekly module (except for week #16). Check the course schedule for the exact date of the discussion. You are expected to participate in all discussions.

Here’s what I’d like you to do in your posts: Respond to the question posted in the forum. Your post should be between 150 and 200 words. I expect you to spend time thinking about the question, so your comments should reflect that. Also, you should follow the guidelines of good and grammatically correct writing. That means you should avoid using jargon, slang, bullet points, emojis, and acronyms and language associated with texting. Part of your grade will be determined by how well you argue your point and follow the rules of writing.

After you respond to the initial forum question, I’d like you to respond to at least two posts from your classmates (you won’t be able to do this until you submit your initial post). These “response” posts should be between 50 and 100 words. Like the longer posts to the initial forum questions, the “response” comments should show that you’ve thought about your classmate’s posts and should consist of more than simply agreeing with what your classmate has to say. I want to see you go beyond a superficial understanding of the topic at hand and demonstrate that you can effectively make a concise and persuasive counterargument and/or provide more depth to the perspective being presented. In short, I want to see you think.

Grades for exams, papers, quizzes, and Blackboard discussion board forums will be posted under the "My Grades" tab on Blackboard.

### **Grade Breakdown**

Exams (2)	40%
Paper	20%
Quizzes (average)	20%
Blackboard Posts	20%

### **Grading Scale**

A	93-100	B+	88-89.99	C+	78-79.99	D	60-69.99
A-	90-92.99	B	83-87.99	C	73-77.99	F	0-59.99
		B-	80-82.99	C-	70-72.99		

### **Late Papers, Exams, Quizzes, and Discussion Board Posts**

Complete your papers and assignments on time. I will deduct 5 points from the final score each day your work is late. Only an emergency can nullify the 5-point deduction, provided you submit a doctor's note or other valid documentation.

### **Extra Credit**

There is no extra credit. However, if you show improvement over the term, you can earn improvement credit. The process is simple: If you score higher on exam #2 than you do on exam #1, I will divide the difference by three and add it to the score of your first exam. For example, if you score 75 on the first exam and 96 on the second, I will add 7 points to the result of your first exam score ( $96 - 75 = 21$ ;  $21$  divided by  $3 = 7$ ) and calculate your final grade using the new score (82).

### **Academic Integrity**

Students who violate the Honor Code will be dealt with severely and may receive a sanction that results in a grade of F (or worse) for a paper, quiz, assignment, or exam. Your adherence to the Honor Code is applicable to all the work you do in the course. It is your responsibility to understand fully what is expected of you. If you have questions about the Honor Code, information can be found on the website for the Office of Academic Integrity: <https://oai.gmu.edu/>.

You are required to complete and submit a pledge stating that you will do your own work. The pledge, which is part of a document that includes the citation of sources, is to be submitted by 11:59 pm EDT on September 1 (in the week #2 module).

### **Students with Disabilities**

Accommodations for students with disabilities are available. However, it is necessary that you contact the Office of Disability Services (ODS) first. For more information, see the webpage of the Office of Disability Services at: <https://ds.gmu.edu/>. You can also call 993-2474 or visit the ODS office in SUB I, rm. 4205.

**Diversity**

The course adheres to GMU's 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." For more, see <https://stearnscenter.gmu.edu/purpose-and-mission/mason-diversity-statement/>.

**Student Privacy**

Maintaining student privacy through their educational records is a matter taken seriously in the course. And it's the law. The Family Educational Rights and Privacy Act (FERPA) mandates the safeguarding of educational records, among other things. To learn more about FERPA, see <https://registrar.gmu.edu/ferpa/>.

**Services and Programs for Online Learners**

George Mason has a wide array of programs and services for students enrolled in online courses. One is the Counseling and Psychological Services (CAPS). The website for CAPS is: <https://caps.gmu.edu/>. Of particular note is the "Resources for Distance Learning" created by CAPS. The webpage is located here: <https://caps.gmu.edu/resources-for-distance-learning/>.

The GMU library offers an assortment of valuable tools for students taking online classes. See <http://library.gmu.edu/for/online> for more information.

The Student Support and Advocacy Center (SSAC) is another important resource for students. You can learn more about SSAC here: <https://ssac.gmu.edu/>.

**Important Drop/Withdrawal Dates**

- September 7 is the final day you can withdraw from the course without a financial charge.
- October 27 is the last day for selective withdrawal.



## Course Schedule

### Week 1 (meets learning objectives 1, 2, 3, 4)

#### Overview:

- Introduction (Professor and Course)
- Defining the Term "Civilization"
- The Creation of Law and Order in the Ancient World

#### Videos/Recordings/Other Material:

- "Introduction Recording"
- "The Rule of Law and Order in Mesopotamia and Egypt" (Brief Recording/PowerPoint)
- In Our Time Podcast, "History and Understanding the Past" (BBC)
- Hunt et al, *The Making of the West*

#### Deadlines for Readings/Assignments/Quizzes/Other Activities:

- By August 23 (11:59 pm EDT):
  - Listen to "Introduction Recording"
  - Listen to In Our Time Podcast, "History and Understanding the Past" (BBC)
  - Read "Defining Primary and Secondary Source Documents"
  - Submit "History and Me" post on Blackboard discussion board
- By August 25 (11:59 pm EDT):
  - Review "The Rule of Law and Order in Mesopotamia and Egypt" (brief recording/PowerPoint)
  - Complete and submit "Syllabus Quiz"
  - Complete and submit quiz, "Is It a Secondary or Primary Source?"
  - Read Hunt et al, *The Making of the West*, 5-20, 24-30

### Week 2 (meets learning objectives 1, 2, 3, 4)

#### Overview:

- Origins of Democracy
- Homeric Epics as Sources of Historical Analysis
- War and Conflict in the Ancient World (Greek-Persian War and Peloponnesian War)
- Greek Philosophy (Pre- and Post-Socratic)
- Hellenic vs. Hellenistic
- Alexander the Great
- Analyzing Primary and Secondary Sources
- Citing and Referencing of Sources

#### Videos/Recordings/Other Material:

- "Homer: Let Me Tell You a Story" (brief recording/PowerPoint)
- "Sparta and Athens" (brief recording/PowerPoint)
- "Let Me Ask You a Question: The Socratic Method" (brief recording/PowerPoint)

- Images of "Siren Vase"; Mask of Agamemnon (purported); Mycenaean dagger and pottery
- Excerpts from Plato, *The Dialogues*; Aesop, *Aesop's Fables*; and Thucydides, *History of the Peloponnesian War*; and Homer, *The Odyssey*
- Hunt et al, *The Making of the West*
- *The Naked Olympics*
- Proper Source Citations and Pledge to Submit Own Work

#### Deadlines for Readings/Assignments/Quizzes/Other Activities:

- By August 30 (11:59 pm EDT):
  - Review "Homer: Let Me Tell You a Story" (brief recording/PowerPoint)
  - Review "Sparta and Athens" (brief recording/PowerPoint)
  - Read Hunt et al, *The Making of the West*, 51-60, 62-76, 85-90
  - Read *The Naked Olympics*, chapters 1-5
  - Look at "Siren Vase"; Mask of Agamemnon (purported); Mycenaean dagger and pottery
- By September 1 (11:59 pm EDT):
  - Review "Let Me Ask You a Question: The Socratic Method" (brief recording/PowerPoint)
  - Read *The Naked Olympics*, chapters 6-11
  - Read excerpts from: Plato, *The Dialogues*; Aesop, *Aesop's Fables*; and Thucydides, *History of the Peloponnesian War*; and Homer, *The Odyssey*
  - Complete and submit review of GMU Writing Center Guides on "Citing Sources" and pledge to turn in own work
  - Submit Blackboard discussion board post on Socrates and Greek philosophy

#### Week 3 (meets learning objectives 1, 2, 3, 4)

##### Overview:

- The Ancient Olympic Games and Greek Culture
- The Roman Republic and Its Demise
- Primary Sources and Ancient Rome

##### Videos/Recordings/Other Material:

- "La Dolce Vita: Life in Ancient Rome" (brief recording/PowerPoint)
- Images of the Nile Mosaic of Palestrina, Roman coins, Roman Tableware, and a Cubiculum
- Hunt et al, *The Making of the West*
- *The Naked Olympics*

#### Deadlines for Readings/Assignments/Quizzes/Other Activities:

- By September 7 (11:59 pm EDT) (GMU closed on September 6):
  - Read *The Naked Olympics*, chapters 12-18
  - Read Hunt et al, *The Making of the West*, 76-85
  - Complete and submit quiz on *The Naked Olympics*

- By September 8 (11:59 pm EDT):
  - Review "La Dolce Vita: Life in Ancient Rome" (brief recording/PowerPoint)
  - Read Hunt et al, *The Making of the West*, 92-100, 117-134
  - Look at images of the Nile Mosaic of Palestrina, Roman coins, Roman tableware, and a cubiculum
  - Submit Blackboard discussion board post on Roman Republic and its artifacts

#### Week 4 (meets learning objectives 1, 2, 3, 4, 5)

##### Overview:

- The Rise of the Roman Empire
- The Cultural and Historical Meaning of "Pax Romana"
- Ancient Roman Culture and Literature
- The Demise of the Roman Empire
- Internal European Migration, 5<sup>th</sup> and 6<sup>th</sup> Centuries

##### Videos/Recordings/Other Material:

- "The Long and Winding Via Appia: *Pax Romana* to Empire's End" (brief recording/PowerPoint)
- Images of Trajan's Column (*National Geographic* article); House of Livia (fresco); Column of Marcus Aurelius (Livius.org article); and the Pantheon (including History Channel article)
- CBS News Story on Roman "Snack Bar"
- Augustus, *Res Gestae Divi Augusti*
- Excerpts from Julius Caesar, *The Gallic Wars*, and Ovid, *Metamorphoses*
- In Our Time Podcast, "Spartacus" (BBC)
- Hunt et al, *The Making of the West*

##### Deadlines for Readings/Assignments/Quizzes/Other Activities:

- By September 13 (11:59 pm EDT):
  - Review "The Long and Winding Via Appia: *Pax Romana* to Empire's End" (brief recording/PowerPoint)
  - Read Hunt et al, *The Making of the West*, 134-141, 143-158
  - Submit longer paper on *The Naked Olympics* (if you opt to write your longer paper on the book)
- By September 15 (11:59 pm EDT):
  - Read Hunt et al, *The Making of the West*, 165-170
  - Read Augustus, *Res Gestae Divi Augusti*
  - Read excerpts from Julius Caesar, *The Gallic Wars*, and Ovid, *Metamorphoses*
  - Look at images of Trajan's Column (*National Geographic* article); House of Livia (fresco); Column of Marcus Aurelius (Livius.org article); and the Pantheon (including History Channel article)
  - Watch CBS News story on Roman "Snack Bar"
  - Listen to In Our Time Podcast, "Spartacus" (BBC)

- Submit blackboard discussion board post on Roman Republic vs. Roman Empire

#### Week 5 (meets learning objectives 1, 2, 3, 4)

##### Overview:

- The Transformation of the Roman Empire
- History of Charlemagne
- The Emergence of Christendom
- The Rise and Fall of the Carolingian Empire
- The Norman Conquest

##### Videos/Recordings/Other Material:

- "Qui Était Charlemagne?" (brief recording/PowerPoint)
- Exhibition on the Bayeux Tapestry
- Excerpt from Einhard, *The Life of Charlemagne*
- Hunt et al, *The Making of the West*

##### Deadlines for Readings/Assignments/Quizzes/Other Activities:

- By September 20 (11:59 pm EDT):
  - Review "Qui Était Charlemagne?" (brief recording/PowerPoint)
  - Read excerpt from Einhard, *The Life of Charlemagne*
  - Review exhibition on the Bayeux Tapestry
  - Read Hunt et al, *The Making of the West*, 158-164
- By September 22 (11:59 pm EDT):
  - Read Hunt et al, *The Making of the West*, 172-184, 186-193, 202-208
  - Submit Blackboard discussion board post on the Bayeux Tapestry as history

#### Week 6 (meets learning objectives 1, 2, 3, 4)

##### Overview:

- Secular-Religious Power Struggle in Medieval Europe
- The Black Death and Its Impact on European Society
- Vassalage
- Origins of the Hundred Years' War
- The Renaissance

##### Videos/Recordings/Other Material:

- "The Church in Turmoil: the Avignon Papacy" (brief recording/PowerPoint)
- "Really? It Lasted That Long?: The Hundred Years' War" (brief recording/PowerPoint)
- "A Plague on All Your Houses: The Black Death" (brief recording/PowerPoint)
- NPR Story on Averroes
- Gregory VII, *Dictatus Papae*
- Petrarch, "Letter Criticizing the Avignon Papacy"

- “The Black Death” in Daily Life Through History (read material under headings on left-side of webpage, from Overview to Sports & Games)
- Hunt et al, *The Making of the West*

Deadlines for Readings/Assignments/Quizzes/Other Activities:

- By September 27 (11:59 pm EDT):
  - Review “The Church in Turmoil: the Avignon Papacy” (brief recording/PowerPoint)
  - Review “Really? It Lasted That Long?: The Hundred Years’ War” (brief recording/PowerPoint)
  - Read Hunt et al, *The Making of the West*, 214-220, 237-250, 264-271, 273-282, 327-329
  - Listen to NPR story on Averroes
  - Read Gregory VII, *Dictatus Papae*
  - Read Petrarch, “Letter Criticizing the Avignon Papacy”
  - Complete quiz on Averroes
- By September 29 (11:59 pm EDT):
  - Review “A Plague on All Your Houses: The Black Death” (brief recording/PowerPoint)
  - Read “The Black Death” in Daily Life Through History (read material under headings on left-side of webpage, from Overview to Sports & Games)
  - Read Hunt et al, *The Making of the West*, 314-317, 323-326, 331-333, 336-339, 347-352
  - Submit Blackboard discussion board post on the Black Death and its historical, social, and cultural impact

Week 7 (meets learning objectives 1, 2, 3, 4)

Overview:

- Conclusion of the Hundred Years’ War
- Joan of Arc
- European Overseas Exploration and Its Social and Historical Consequences
- Spain and Portugal as European Powers
- History of Ferdinand Magellan’s Expedition to Circumnavigate the Globe

Videos/Recordings/Other Material:

- “Jeanne d’Arc, the Maid Who Became a Saint” (brief recording/PowerPoint)
- “Ferdinand Magellan: Round the World in...Three Years” (brief recording/PowerPoint)
- Excerpts from Luis de Camões, *The Lusiads* and Bartolomé de las Casas, *A Short Account of the Destruction of the Indies*
- Hunt et al, *The Making of the West*

Deadlines for Readings/Assignments/Quizzes/Other Activities:

- By October 4 (11:59 pm EDT):

- Review "Jeanne d'Arc, the Maid Who Became a Saint" brief recording/PowerPoint)
- Read Hunt et al, *The Making of the West*, 339-342, 352-360
- Complete and submit quiz on The Hundred Years' War
- By October 6 (11:59 pm EDT):
  - Review "Ferdinand Magellan: Round the World in...Three Years" (brief recording/PowerPoint)
  - Read Hunt et al, *The Making of the West*, 362-370
  - Read excerpts from Luis de Camões, *The Lusiads* and Bartolomé de las Casas, *A Short Account of the Destruction of the Indies*
  - Submit Blackboard discussion board post on the social and cultural impact of European overseas exploration

#### Week 8 (meets learning objectives 1, 2, 3, 4)

##### Overview:

- Protestantism
- The Reformation
- History of Martin Luther
- English Reformation and Henry VIII

##### Videos/Recordings/Other Material:

- "The Three Reformers: Luther, Calvin and Henry VIII" (brief recording/PowerPoint)
- *Martin Luther*, PBS Empires (Film)
- *A Man for All Seasons* (Film)
- Hunt et al, *The Making of the West*

##### Deadlines for Readings/Assignments/Quizzes/Other Activities:

- By October 12 (11:59 pm EDT) (GMU closed on October 11):
  - Review "The Three Reformers: Luther, Calvin and Henry VIII" (brief recording/PowerPoint)
  - Watch *Martin Luther*, PBS Empires (Film)
  - Read Hunt et al, *The Making of the West*, 370-373
  - Submit Blackboard discussion board post on *Martin Luther*, PBS Empires (Film)
- By October 13 (11:59 pm EDT):
  - Watch *A Man for All Seasons* (Film)
  - Read Hunt et al, *The Making of the West*, 373-375
  - Complete and submit quiz on *A Man for All Seasons* (Film)

#### Week 9 (meets learning objectives 1, 2, 3, 4, 5)

##### Overview:

- Assessment (exam #1)
- Emergence of European Wars of Religion
- Queen Elizabeth I
- Spanish-English Rivalry

Videos/Recordings/Other Material:

- Exam #1
- "There Blew a Protestant Wind": The Defeat of the Spanish Armada" (brief recording/PowerPoint)
- Hunt et al, *The Making of the West*

Deadlines for Readings/Assignments/Quizzes/Other Activities:

- By October 18 (11:59 pm EDT):
  - Complete and submit exam #1
    - Exam will be available at 9:00 am EDT on October 18
- By October 20 (11:59 pm EDT):
  - Review "There Blew a Protestant Wind": The Defeat of the Spanish Armada" (brief recording/PowerPoint)
  - Read Hunt et al, *The Making of the West*, 378-394
  - Submit Blackboard discussion board post on Queen Elizabeth I and England

Week 10 (meets learning objectives 1, 2, 3, 4)

Overview:

- Political Absolutism
- Louis XIV
- European Wars of Religion
- The Scientific Revolution
- The Enlightenment

Videos/Recordings/Other Material:

- "To Defenestrate: The Start of the Thirty Years' War" (brief recording/PowerPoint)
- "Louis XIV: Le Roi du Soleil" (brief Recording/PowerPoint)
- "The Enlightenment: Reason Over Faith" (brief recording/PowerPoint)
- Excerpt from Galileo Galilei, *A Dialogue Concerning the Two Chief World Systems*
- Wolfgang Amadeus Mozart, *The Magic Flute* (Video)
- NPR Story on Beethoven and the Enlightenment
- Hunt et al, *The Making of the West*
- Achebe, *Things Fall Apart*

Deadlines for Readings/Assignments/Quizzes/Other Activities:

- By October 25 (11:59 pm EDT):
  - Review "To Defenestrate: The Start of the Thirty Years' War" (brief recording/PowerPoint)
  - Review "Louis XIV: Le Roi du Soleil" (brief recording/PowerPoint)
  - Read Hunt et al, *The Making of the West*, 394-413, 416-434
- By October 27 (11:59 pm EDT):
  - Review "The Enlightenment: Reason Over Faith" (brief recording/PowerPoint)
  - Watch Wolfgang Amadeus Mozart, *The Magic Flute* (Video)

- Read Hunt et al, *The Making of the West*, 460-462, 469-474, 476-483
- Read Achebe, *Things Fall Apart*, chapters 1-6
- Read excerpt from Galileo Galilei, *A Dialogue Concerning the Two Chief World Systems*
- Listen to NPR story on Beethoven and the Enlightenment
- Submit Blackboard discussion board post on *The Magic Flute*

### Week 11 (meets learning objectives 1, 2, 3, 4)

#### Overview:

- The French Revolution
- Napoleon
- Industrial Revolution
- Constitutionalism
- Liberalism and Conservatism, 19<sup>th</sup> Century
- Revolutions in Europe, 1830-1848

#### Videos/Recordings/Other Material:

- "The Start of the French Revolution" (brief recording/PowerPoint)
- "Napoleon and the World He Created" (brief recording/PowerPoint)
- "Here We Go Again: The Revolutions of 1848" (brief recording/PowerPoint)
- *French Revolution*, second half, History Channel (Video)
- *La Marseillaise* (French National Anthem)
- Montesquieu, "The Spirit of the Laws"
- Emmanuel Joseph Sieyes, "What is the Third Estate?"
- Interviews with Profs. Richard Price and Ted Koditschek (through Frontier Life)
- Hunt et al, *The Making of the West*
- Achebe, *Things Fall Apart*

#### Deadlines for Readings/Assignments/Quizzes/Other Activities:

- By November 1 (11:59 pm EST):
  - Review "The Start of the French Revolution" (brief recording/PowerPoint)
  - Watch *French Revolution*, second half, History Channel (Video)
  - Complete and submit quiz on *French Revolution*, second half, History Channel (Video)
  - Read Hunt et al, *The Making of the West*, 438-445, 447-453, 488-498, 502-507
  - Read Achebe, *Things Fall Apart*, chapters 7-15
  - Read Montesquieu, "The Spirit of the Laws"
  - Read Emmanuel Joseph Sieyes, "What is the Third Estate?"
  - Listen to *La Marseillaise* (French National Anthem)
- By November 3 (11:59 pm EST):
  - Review "Napoleon and the World He Created" (brief recording/PowerPoint)



- "Review "Here We Go Again: The Revolutions of 1848" (brief recording/PowerPoint)
- Watch interviews with Profs. Richard Price and Ted Koditschek (through Frontier Life)
- Read Hunt et al, *The Making of the West*, 507-525, 527-542
- Read Achebe, *Things Fall Apart*, chapters 16-22
- Submit Blackboard discussion board post on Napoleon and French power

## Week 12 (meets learning objectives 1, 2, 3, 4)

### Overview:

- Nationalism
- Imperialism
- WWI

### Videos/Recordings/Other Material:

- "When the World Went Mad': WWI" (brief recording/PowerPoint)
- South African History Online, "The Berlin Conference"
- Jessica Achberger, "Belgian Colonial Education Policy: A Poor Foundation for Stability" (The Ultimate History Project)
- Wilfred Owen, "Dulce et Decorum Est"
- Siegfried Sassoon, "Counter-Attack"
- *They Shall Not Grow Old* (Film)
- "Interactive Map" and "Colonization" on Empire Online
- Hunt et al, *The Making of the West*
- Achebe, *Things Fall Apart*

### Deadlines for Readings/Assignments/Quizzes/Other Activities:

- By November 8 (11:59 pm EST):
  - Read Hunt et al, *The Making of the West*, 542-544, 546-552, 554-563, 569-582
  - Read Achebe, *Things Fall Apart*, chapters 23-25
  - Read South African History Online, "The Berlin Conference"
  - Read Jessica Achberger, "Belgian Colonial Education Policy: A Poor Foundation for Stability" (The Ultimate History Project)
  - Review "Interactive Map" and "Colonization" on Empire Online
  - Complete and submit quiz on *Things Fall Apart* and "Interactive Map" on Empire Online
- By November 10 (11:59 pm EST):
  - Review "When the World Went Mad': WWI" (Brief Recording/PowerPoint)
  - Read Hunt et al, *The Making of the West*, 667-673, 675-690
  - Read Wilfred Owen, "Dulce et Decorum Est"
  - Read Siegfried Sassoon, "Counter-Attack"
  - Watch *They Shall Not Grow Old* (film)
  - Submit Blackboard discussion board post on *They Shall Not Grow Old* (film)

### Week 13 (meets learning objectives 1, 2, 3, 4, 5)

#### Overview:

- Post-WWI Disillusionment
- Women's History, early 20<sup>th</sup> Century
- American Cultural and Social History, 1920s
- Fascism
- Ascent of Nazism in Germany
- Great Depression in Europe and America

#### Videos/Recordings/Other Material:

- "Revolution in Manners and Morals": the U.S. in the 1920s" (brief recording/PowerPoint)
- "Schicklgruber or Hitler?: A Psycho History" (brief recording/PowerPoint)
- Edna St. Vincent Millay, "Figs from Thistles: First Fig" and "Recuerdo"
- 19<sup>th</sup> Amendment (to US Constitution)
- Library of Congress's Online Exhibit: "Shall Not Be Denied: Women Fight for the Vote"
- NPR story on "Rhapsody in Blue"
- "Guernica" by Pablo Picasso
- Hunt et al, *The Making of the West*

#### Deadlines for Readings/Assignments/Quizzes/Other Activities:

- By November 15 (11:59 pm EST):
  - Review "Revolution in Manners and Morals": the U.S. in the 1920s" (brief recording/PowerPoint)
  - Listen to NPR story on "Rhapsody in Blue"
  - Read Hunt et al, *The Making of the West*, 593-597, 615-625, 645-663
  - Read Millay, "Figs from Thistles: First Fig" and "Recuerdo"
  - Read 19<sup>th</sup> Amendment (to US Constitution)
  - Review Library of Congress's Online Exhibit: "Shall Not Be Denied: Women Fight for the Vote"
  - Complete and submit quiz on "Rhapsody in Blue"
  - Submit longer paper on *Things Fall Apart* (if you opt to write your longer paper on the book)
- By November 17 (11:59 pm EST):
  - Review "Schicklgruber or Hitler?: A Psycho History" (brief recording/PowerPoint)
  - Read Hunt et al, *The Making of the West*, 690-704
  - Look at "Guernica" by Pablo Picasso
  - Submit Blackboard discussion board post on post-WWI Germany

### Week 14 (meets learning objectives 1, 2, 3, 4)

#### Overview:

- Nazi Takeover of Germany
- Germany and the Onset of WWII

- The Holocaust
- WWII

Videos/Recordings/Other Material:

- "The Nazis' Rise to Power" (brief recording/PowerPoint)
- Ernst Bloch, "Hitler's Force" (German Historical Institute)
- *Holocaust Encyclopedia*, "Voyage of the St. Louis" (United States Holocaust Memorial Museum)
- Albert Speer's model of "Germania" (German Historical Institute)
- *To Be or Not To Be* (Film)
- Hunt et al, *The Making of the West*
- Spiegelman, *Maus I*

Deadlines for Readings/Assignments/Quizzes/Other Activities:

- By November 22 (11:59 pm EST):
  - Review "The Nazis' Rise to Power" (brief recording/PowerPoint)
  - Read Hunt et al, *The Making of the West*, 707-738
  - Read Spiegelman, *Maus I*
  - Read Ernst Bloch, "Hitler's Force" (German Historical Institute)
  - Read *Holocaust Encyclopedia*, "Voyage of the St. Louis" (United States Holocaust Memorial Museum)
  - Look at Albert Speer's model of "Germania" (German Historical Institute)
  - Watch *To Be or Not To Be* (Film)
  - Submit Blackboard discussion board post on *To Be or Not To Be* (Film)

Week 15 (meets learning objectives 1, 2, 3, 4, 5)

Overview:

- Post-WWII Europe
- The Cold War
- Decolonization
- Race Relations (Post-WWII)
- Popular Culture (20<sup>th</sup> Century)

Videos/Recordings/Other Material:

- "An Iron Curtain...across the Continent': The Cold War Begins" (brief recording/PowerPoint)
- "The Tragic Games" The 1972 Munich Olympics" (brief recording/PowerPoint)
- "Rape of the Sabine Women" by Pablo Picasso
- Charter of the Organization for African Unity (BlackPast)
- Freedom Charter of South Africa (BlackPast)
- JFK Speech on Cuban Missile Crisis (National Security Archives)
- *Dr. Strangelove or: How I Learned to Stop Worrying and Love the Bomb* (Film)
- Course Evaluation
- Hunt et al, *The Making of the West*

- Spiegelman, *Maus II*

Deadlines for Readings/Assignments/Quizzes/Other Activities:

- By November 29 (11:59 pm EST):
  - Review “An Iron Curtain...across the Continent’: The Cold War Begins” (Brief Recording/PowerPoint)
  - Read Hunt et al, *The Making of the West*, 740-769
  - Read JFK Speech on Cuban Missile Crisis (National Security Archives)
  - Look at “Rape of the Sabine Women” by Pablo Picasso
  - Watch *Dr. Strangelove or: How I Learned to Stop Worrying and Love the Bomb* (Film)
  - Submit Blackboard discussion board post on *Dr. Strangelove or: How I Learned to Stop Worrying and Love the Bomb* (Film)
- By December 1 (11:59 pm EST):
  - Review “The Tragic Games” The 1972 Munich Olympics” (brief recording/PowerPoint)
  - Read Hunt et al, *The Making of the West*, 771-798, 800-807
  - Charter of the Organization for African Unity (BlackPast)
  - Freedom Charter of South Africa (BlackPast)
  - Read Spiegelman, *Maus II*
  - Complete and submit quiz on *Maus I* and *II*
  - Submit longer paper on *Maus I* and *II* (if you opt to write your longer paper on the book)
  - Complete course evaluation (located in the course menu)

Week 16 (Finals Week)

Overview:

- (Assessment) exam #2 (meets learning objectives 1, 2, 3, 4, 5)

Deadline:

- By December 8 (11:59 pm EST):
  - Complete and submit exam #2
    - Exam will be available at 9:00 am EST on December 8