

HISTORY OF WESTERN CIVILIZATION

HIST 100-DL1
Spring 2023
3 credit hours

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

Instructor: Professor Chris Elzey

Location: M/W from 9:00-10:15 am ET on Blackboard (online)

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

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

Office Hours: Zoom meeting by appointment

Teaching Assistants:

- Luz Mueller (lmuelle1@gmu.edu)
- Jessica Dauterive (jdauteri@gmu.edu)
- Please note: Office hours for Luz and Jessica are by appointment (email to schedule Zoom meeting)

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, reading all primary and secondary source documents, participating in classes held over Zoom, and submitting all assignments, 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*, 7th Edition (Value Edition) (ISBN: 978-1-319-24452-1) **(Please note: the pagination for the ebook is different than that of the hard copy. I would strongly 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 a synchronous course, though much of it will be taught asynchronously. All course material can be found 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 ET, you will be able to access the material for the upcoming week (save for the first and last weeks).**

To help you manage the course workload, I've assigned the deadlines for readings, assignments, exams, and papers. Please consult the schedule to ensure you know exact dates.

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. **Please submit your work in a PDF document. Do not submit it as a typed response into the comments box.**

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, recordings, PowerPoints, films, podcasts, and pictures. 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 as well as the assigned readings).

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 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. 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, you are not to consult the internet (except for material that I have assigned in the course) when completing exams and assignments.**

Second, just as with other “hard copy” sources you might consult for your other classes, **internet sources we will use in the course must be properly attributed, quoted, and cited.** Under no circumstances is “cutting and pasting” information from a website or source assigned in the course and claiming it as your own to be done. 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 during Zoom classes (more on this below). **In these discussions, I expect you to treat your peers as you would like to be treated.**

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, and films that I expect you to access. All can be found under the weekly learning modules. Consult the schedule at the end of the syllabus and on the course's Blackboard page for deadlines of all assignments.

There are two exams. The first will cover course material contained in weekly module 1 through weekly module 9. 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 short-answer questions and an essay. To help you prepare for the exams, on the Blackboard page for the course I will post a list of topics that relate to the short-answer and essay question on the exam. You will answer four short-answer questions and an essay question. The list of topics for exam #1 will appear during the second week of the semester; the list of topics for exam #2 will appear the day after the deadline for exam #1. You will also find in the course menu a rubric for the exams.

IMPORTANT: Do not consult outside sources for either exam. Blackboard is equipped with a sophisticated algorithm that can detect the use of internet sources and material produced by chatbot artificial intelligence. All material and information required to answer the exam questions can be found within the course itself. Each of your answers must be based on material and sources—lectures, readings, and primary and secondary sources—from the course. **Failure to include the appropriate number of sources and information per question may result in a significant deduction of points.** For more on the exams, see exam instruction and guideline document on Blackboard.

The first exam is scheduled for March 27. I will make the exam available at 9:00 am ET that day (in the week 9 module) and you must submit it by 11:59 pm ET. **Exam #2 is scheduled for May 10.** It will appear at 9:00 am ET that day (in the week 16 module). The deadline for submission is 11:59 pm ET. Each exam is worth 25 percent of your final grade.

You are also responsible for writing one paper on *The Naked Olympics*, *Things Fall Apart*, or *Maus I and II*. PLEASE NOTE: 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 carefully before turning it in. There are no rewrites.

The length of the paper should be between 900 and 1,050 words. 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:

- February 13, 11:59 pm ET (*The Naked Olympics*)
- April 19, 11:59 pm ET (*Things Fall Apart*)
- May 3, 11:59 pm ET (*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 25 percent of your grade.

Please note: Just as with the exams, you are not to consult outside sources for the longer paper. I am interested in reading about what you have to say about the book. As with the exams, Blackboard can detect internet and chatbot usage in your paper. **DO NOT USE SOURCES FROM OUTSIDE THE COURSE, CHATBOTS, AND THE INTERNET FOR YOUR PAPER. WRITE IT YOURSELF.**

The final 25 percent of your grade will be based on your participation during the class discussions. Here's what I'd like you to do: You will be divided into two groups after the first week of class (Group A and Group B). With other members of your group, you must attend class over Zoom once a week. **Group A will meet on Monday, and Group B on Wednesday.** You can access the Zoom class by clicking on the "Zoom Weekly Class" link on the menu in Blackboard and then locating the appropriately dated class. **IMPORTANT: We will not meet during week #10. Exam #1 is due that week.**

During class, I will divide your group into breakout sessions. One of the TAs—either Luz or Jessica—will monitor your group. You will have a series of questions ahead of time that I will post under the respective weekly module. The questions will address material from the previous week, except for week #15. I'd like you to discuss these questions with your group. Toward the end of the class, I will bring the everyone back together and we will discuss the questions as a group.

You will be graded on your participation in both the smaller and larger group sessions. It is not enough just to show up to class. I expect you to discuss the questions and support your comments with evidence and details from the course. **To receive a score for each Zoom class that is higher than 50 points, you must participate and add your views/thoughts/ideas to the discussion.** I will access each of the breakout groups, monitor the discussion, and pose additional questions.

Grades for exams, papers, and assignments will be posted under the "My Grades" tab on Blackboard.

Grade Breakdown

Exams (2)	50%
Paper	25%
Participation (Zoom Class)	25%

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 and Exams

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.

Attendance

You are expected to attend every class that is assigned to your group (either A or B). **Failure to attend the class will result in a zero for that day.** Remember, participation in Zoom class will count as 25 percent of your grade.

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, 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/>.

IMPORTANT: As a reminder, Blackboard is adept at identifying the use of internet sources outside of the class and chatbot-produced responses. **Under no circumstances are you to consult or use internet sources or chatbots for your exams and paper.** Failure to abide by this policy may result in a zero for the assignment and the intervention of the Office of Academic Integrity.

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

- February 6 is the final day you can withdraw from the course without a financial charge
- April 3 is the last day for selective withdrawal

Course Schedule

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

Overview:

- Defining the Term "Civilization"
- The Creation of Law and Order in the Ancient World
- Citing Material and Citation Styles

Videos/Recordings/Other Material:

- "The Rule of Law and Order in Mesopotamia and Egypt" (Brief Recording/PowerPoint)
- In Our Time Podcast, "History and Understanding the Past" (BBC)
- "Defining Primary and Secondary Source Documents" Guide
- Writing Center at GMU—"Citing Sources"
- Hunt et al, *The Making of the West*

Deadlines for Readings/Assignments/Other Activities:

- By January 23 (11:59 pm ET):
 - Listen to In Our Time Podcast, "History and Understanding the Past" (BBC)
 - Read "Defining Primary and Secondary Source Documents"
- By January 25 (11:59 pm ET):
 - Review "The Rule of Law and Order in Mesopotamia and Egypt" (brief recording/PowerPoint)
 - Review Writing Center at GMU—"Citing Sources"
 - Read Hunt et al, *The Making of the West*, 5-21, 23-31

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

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*

Deadlines for Readings/Assignments/Other Activities:

- By January 30 (11:59 pm ET):
 - 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*, 33-52, 53-62
 - Read *The Naked Olympics*, chapters 1-5
 - Look at "Siren Vase"; Mask of Agamemnon (purported); Mycenaean dagger and pottery
- By February 1 (11:59 pm ET):
 - 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*
 - Read Hunt et al, *The Making of the West*, 64-83, 88-92

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/Other Activities:

- By February 6 (11:59 pm ET)
 - Read *The Naked Olympics*, chapters 12-18
 - Read Hunt et al, *The Making of the West*, 94-102
- By February 8 (11:59 pm ET):
 - Review "La Dolce Vita: Life in Ancient Rome" (brief recording/PowerPoint)
 - Look at images of Nile Mosaic of Palestrina, Roman coins, Roman tableware, and a cubiculum
 - Read Hunt et al, *The Making of the West*, 119-136

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, 5th and 6th Centuries

Videos/Recordings/Other Material:

- “The Long and Winding Via Appia: *Pax Romana* to Empire’s End” (brief recording/PowerPoint)
- Images of House of Livia (fresco)
- Images of Trajan’s Column (*National Geographic* article) and the Pantheon (History Channel article)
- Augustus, *Res Gestae Divi Augusti*
- Excerpts from Julius Caesar, *The Gallic Wars*
- Hunt et al, *The Making of the West*

Deadlines for Readings/Assignments/Other Activities:

- By February 13 (11:59 pm ET):
 - Review “The Long and Winding Via Appia: *Pax Romana* to Empire’s End” (brief recording/PowerPoint)
 - Look at House of Livia (fresco)
 - Read Hunt et al, *The Making of the West*, 136-143, 145-159
 - Submit longer paper on *The Naked Olympics* (if you opt to write your longer paper on the book)
- February 15 (11:59 pm ET):
 - Read Hunt et al, *The Making of the West*, 159-171, 174-183
 - Read Augustus, *Res Gestae Divi Augusti*
 - Read excerpts from Julius Caesar, *The Gallic Wars*
 - Look at images of Trajan’s Column (*National Geographic* article) and the Pantheon (History Channel article)

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/Other Activities:

- By February 20 (11:59 pm ET):
 - 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*, 188-196, 206-210, 216-222, 239-252
- By February 22 (11:59 pm ET):
 - Read Hunt et al, *The Making of the West*, 266-271, 280-284, 328-329, 344-347

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)
- Gregory VII, *Dictatus Papae*
- Petrarch, "Letter Criticizing the Avignon Papacy"
- Hunt et al, *The Making of the West*

Deadlines for Readings/Assignments/Other Activities:

- By February 27 (11:59 pm ET):
 - 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*, 251-258, 337-343
 - Read Gregory VII, *Dictatus Papae*
 - Read Petrarch, "Letter Criticizing the Avignon Papacy"
- By March 1 (11:59 pm ET):
 - Review "A Plague on All Your Houses: The Black Death" (brief recording/PowerPoint)
 - Read Hunt et al, *The Making of the West*, 331-332, 347-356

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/Other Activities:

- By March 6 (11:59 pm ET):
 - Review "Jeanne d'Arc, the Maid Who Became a Saint" brief recording/PowerPoint)
 - Read Hunt et al, *The Making of the West*, 361-366
- By March 8 (11:59 pm ET):
 - Review "Ferdinand Magellan: Round the World in...Three Years" (brief recording/PowerPoint)
 - Read excerpt from Luis de Camões, *The Lusiads*
 - Read excerpt Bartolomé de las Casas, *A Short Account of the Destruction of the Indies*

Week 8 (Spring Break)

Week 9 (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)
- *A Man for All Seasons* (Film)
- Hunt et al, *The Making of the West*

Deadlines for Readings/Assignments/Other Activities:

- By March 20 (11:59 pm ET):
 - Review "The Three Reformers: Luther, Calvin and Henry VIII" (brief recording/PowerPoint)
 - Read Hunt et al, *The Making of the West*, 367-372
- By March 22 (11:59 pm ET):
 - Watch *A Man for All Seasons* (Film)
 - Read Hunt et al, *The Making of the West*, 372-373

Week 10 (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:

- "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/Other Activities:

- By March 27 (11:59 pm ET):
 - Complete and submit exam #1
- By March 29 (11:59 pm ET):
 - Review "There Blew a Protestant Wind": The Defeat of the Spanish Armada" (brief recording/PowerPoint)
 - Read Hunt et al, *The Making of the West*, 378-385, 387-394

Week 11 (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*
- Hunt et al, *The Making of the West*
- Achebe, *Things Fall Apart*

Deadlines for Readings/Assignments/Other Activities:

- By April 3 (11:59 pm ET):
 - 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*, 394-398, 414-422
- By April 5 (11:59 pm ET):
 - Review "The Enlightenment: Reason Over Faith" (brief recording/PowerPoint)

- Read Hunt et al, *The Making of the West*, 403-407, 422-428, 466-469, 473-480
- Read Achebe, *Things Fall Apart*, chapters 1-6
- Read excerpt from Galileo Galilei, *A Dialogue Concerning the Two Chief World Systems*

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

Overview:

- The French Revolution
- Napoleon
- Industrial Revolution
- Constitutionalism
- Liberalism and Conservatism, 19th 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* (Recording)
- Montesquieu, "The Spirit of the Laws"
- Emmanuel Joseph Sieyes, "What is the Third Estate?"
- Hunt et al, *The Making of the West*
- Achebe, *Things Fall Apart*

Deadlines for Readings/Assignments/Other Activities:

- By April 10 (11:59 pm ET):
 - Review "The Start of the French Revolution" (brief recording/PowerPoint)
 - Watch *French Revolution*, second half, History Channel (Video)
 - Read Hunt et al, *The Making of the West*, 444-452, 499-523
 - 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*
- By April 12 (11:59 pm ET):
 - Review "Napoleon and the World He Created" (brief recording/PowerPoint)
 - "Review "Here We Go Again: The Revolutions of 1848" (brief recording/PowerPoint)
 - Read Hunt et al, *The Making of the West*, 525-542, 544-550, 552-560, 567-580, 583-594
 - Read Achebe, *Things Fall Apart*, chapters 16-20

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

Overview:

- Nationalism
- Imperialism
- WWI
- Post-WWI Disillusionment
- Women's History, early 20th Century
- American Cultural and Social History, 1920s
- Fascism
- Ascent of Nazism

Videos/Recordings/Other Material:

- "When the World Went Mad': WWI" (brief recording/PowerPoint)
- "Revolution in Manners and Morals': the U.S. in the 1920s" (brief recording/PowerPoint)
- "Schicklgruber or Hitler?: A Psycho History" (brief recording/PowerPoint)
- South African History Online, "The Berlin Conference"
- Wilfred Owen, "Dulce et Decorum Est"
- Siegfried Sassoon, "Counter-Attack"
- Edna St. Vincent Millay, "Figs from Thistles: First Fig" and "Recuerdo"
- 19th Amendment (to US Constitution)
- Hunt et al, *The Making of the West*
- Achebe, *Things Fall Apart*

Deadlines for Readings/Assignments/Other Activities:

- By April 17 (11:59 pm ET):
 - Review "When the World Went Mad': WWI" (Brief Recording/PowerPoint)
 - Read Hunt et al, *The Making of the West*, 613-620, 643-659, 665-671, 673-702
 - Read Achebe, *Things Fall Apart*, chapters 21-23
 - Read South African History Online, "The Berlin Conference"
- By April 19 (11:59 pm ET):
 - Review "Revolution in Manners and Morals": the U.S. in the 1920s" (brief recording/PowerPoint)
 - Review "Schicklgruber or Hitler?: A Psycho History" (brief recording/PowerPoint)
 - Read Hunt et al, *The Making of the West*, 705-719
 - Read Achebe, *Things Fall Apart*, chapters 24-25
 - Read Wilfred Owen, "Dulce et Decorum Est"
 - Read Siegfried Sassoon, "Counter-Attack"
 - Read Edna St. Vincent Millay, "Figs from Thistles: First Fig" and "Recuerdo"
 - Read 19th Amendment (to US Constitution)
 - Submit longer paper on *Things Fall Apart* (if you opt to write your longer paper on the book)

Week 14 (meets learning objectives 1, 2, 3, 4, 5)

Overview:

- Nazi Takeover in Germany
- Germany and the Onset of WWII
- The Holocaust
- WWII

Videos/Recordings/Other Material:

- "The Nazis' Rise to Power" (brief recording/PowerPoint)
- *Holocaust Encyclopedia*, "Voyage of the St. Louis" (United States Holocaust Memorial Museum)
- *To Be or Not to Be* (Film)
- Hunt et al, *The Making of the West*
- Spiegelman, *Maus I*
- "Guernica" by Pablo Picasso
- Hunt et al, *The Making of the West*

Deadlines for Readings/Assignments/Other Activities:

- By April 24 (11:59 pm ET):
 - Review "The Nazis' Rise to Power" (brief recording/PowerPoint)
 - Read Hunt et al, *The Making of the West*, 719-728
 - Read Spiegelman, *Maus I* (first half)
 - Look at "Guernica" by Pablo Picasso
- By April 26 (11:59 pm ET):
 - Read *Holocaust Encyclopedia*, "Voyage of the St. Louis"
 - Read Hunt et al, *The Making of the West*, 729-736
 - Watch *To Be or Not to Be* (Film)
 - Read Spiegelman, *Maus I* (second half)

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

Overview:

- Post-WWII Europe
- The Cold War
- Decolonization
- Race Relations (Post-WWII)
- Popular Culture (20th 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)
- Charter of the Organization for African Unity (BlackPast)
- Freedom Charter of South Africa (BlackPast)
- Hunt et al, *The Making of the West*
- Spiegelman, *Maus II*

Deadlines for Readings/Assignments/Other Activities:

- By May 1 (11:59 pm ET):

- Review “‘An Iron Curtain...across the Continent’: The Cold War Begins” (Brief Recording/PowerPoint)
- Read Hunt et al, *The Making of the West*, 738-767, 769-796
- Read Spiegelman, *Maus II* (first half)
- By May 3 (11:59 pm ET)
 - Review “The Tragic Games” The 1972 Munich Olympics” (brief recording/PowerPoint)
 - Read Hunt et al, *The Making of the West*, 798-825
 - Read Charter of the Organization for African Unity (BlackPast)
 - Read Freedom Charter of South Africa (BlackPast)
 - Read Spiegelman, *Maus II* (second half)
 - Submit longer paper on *Maus I* and *II* (if you opt to write your longer paper on the book)
 - Complete course evaluation (survey is located in the menu on Blackboard)

Week 16 (Finals Week)

Overview:

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

Deadline:

- By May 10 (11:59 pm ET):
- Complete and submit exam #2