

**HISTORY 100/15522: WESTERN CIVILIZATION I: ANCIENT TO MEDIEVAL**

TR: 11:30 a.m.-12:45 p.m.: B205

**PROFESSOR:** Dr. Bonnie F. Saunders

E-mails: [bonniesaun@aol.com](mailto:bonniesaun@aol.com) and [bonnie.saunders@gmail.com](mailto:bonnie.saunders@gmail.com) -- If you e-mail me: [1] write History 100 in the subject line; [2] write your name somewhere in the e-mail; [3] do not send me an attachment. Please give me your e-mail address today; if you do not have one, get one free at GCC. I will e-mail you with any changes that occur in the Course Outline. If you are absent the day before a quiz or an essay exam. I will e-mail you to remind you.

**OFFICE HOURS:** In the Library: TR:9:15-9:45 a.m. and MWF:9:15-9:45 a.m.

**SYLLABUS AND COURSE OUTLINE**

**TEXT:** Jackson J. Spielvogel. Western Civilization: A Brief History: Comprehensive Volume. 4<sup>th</sup> ed., 2008.

**COURSE DESCRIPTION:** Survey of the origin and development of Western Civilization and its institutions from prehistory through the Ancient World and the Middle Ages.

**GENERAL OBJECTIVES:** Students will be expected to do the following:

1. Read and follow this Syllabus, attend class regularly, pay attention, and take notes on the lectures and discussions. Read the textbook assignment before class in order to discuss issues in class, demonstrating critical thinking.
2. Form educated opinions based on the facts. Write essay exams explaining these opinions.
3. Read a historical novel set in ancient or medieval Europe (c. 500 BC/BCE-1450 AD/CE). Write a short paper summarizing the novel and reacting to the novel.
4. Study the items in the Study Guide in preparation for objective quizzes on those items

**CONTENT OBJECTIVES:** Students will be expected to understand:

1. How humans are unique.
2. The definition of civilization.
3. Whether civilized societies were/are superior to pre-civilized societies.
4. The legacies to the modern western world of ancient Middle Eastern and Mediterranean civilizations.
5. The legacies to the modern western world of the European Middle Ages.
6. The importance of art and architecture at various times and places.
7. The importance of religion at various times and places.

**COURSE REQUIREMENTS:**

1. \*\*\*\*\* **Essay Exams: [50% of grade]** \*\*\*\*\*
  - a. \*\*\*\*\* **First Essay Exam: T:9/22** \*\*\*\*\*
  - b. \*\*\*\*\* **Second Essay Exam: R:10/22** \*\*\*\*\*
  - c. \*\*\*\*\* **Final Essay Exam: R:12/17 - 11:00 a.m.-12:50 p.m.** \*\*\*\*\*
  - d. Do not cut an exam except in a verifiable emergency or by prior arrangement. In order to get a C or better in the course, you must take all of the essay exams. In order for me to arrange for makeup exams, you must talk with me about your emergencies and absences.
  - e. Throughout exams, you may have nothing on your desk except writing implements and the paper that I will give you, on which you will write your essays. You may not use any paper that I do not provide. ALL books, notes, and electronic equipment that you bring to an exam must be secured from vision, i.e., inside a zipped backpack or on my desk. Make sure that your eyes look only at your own

paper. Cheating will result in a zero on the offending essay exam.

f. Tips on how to write a well-organized, fact-filled essay exam:

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(1) My exam questions are in the form of quotes that I write: read the quotes carefully to make sure that you understand them.

(2) Make a brief outline of the relevant topics and stick to it throughout your essay.

(3) Be as specific and as comprehensive as possible: be sure to ANSWER THE QUESTION, THE WHOLE QUESTION, NOTHING BUT THE QUESTION.

(4) Be as bold and creative in your answer as you dare but you must be sure to deal with the issues in the questions: do not go off on a tangent or answer some other question.

(5) Most quotes will require you to make a judgment and/or state an opinion. Be sure to back up the judgment and/or opinion with solid facts and generalizations. Write a persuasive essay of at least three or four paragraphs. The important element of your essay is how well you defend your opinions, not whether or not I agree with you.

2. Attendance and Class Participation:

a. You are expected to attend classes regularly. I take attendance. Perfect attendance will enhance your grade. Excessive unexcused absences (more than 2) will count against you. Regarding your excused absences (illness, family problems, work problems, perhaps other problems): Please talk to me about your emergencies and other legitimate reasons and I will not count them against you. If you must drop the course for any reason, please be courteous enough to let me know. Before October 8<sup>th</sup>, I reserve the right to drop you from the course if you are absent for more than 2 classes in a row without contacting me, especially if you miss a quiz or an essay exam. Before I drop you, however, I will always attempt to contact you by e-mail. After October 8<sup>th</sup>, I will not drop you unless you request that I do so.

b. Be on time for class: if you are late, you will miss the roll-call and any announcements at the beginning of the class. Excessive amounts of lateness will count against you. If you arrive after I begin talking, please see me after class to make sure that I recorded your presence.

c. You are responsible for everything that is said in class: absences do not excuse ignorance. Ask me about what happened in classes that you miss. **You are expected to pay attention to what is said in class and to take notes, as appropriate, on class lectures, films, and discussions.**

d. You are expected to pay attention to this syllabus: you are responsible for everything written herein. If you lose your syllabus, ask for another copy. **THIS SYLLABUS IS OF PARAMOUNT IMPORTANCE!!** Anything not mentioned herein shall adhere to the guidelines in the Student Handbook and Catalog.

e. **Since this course will be conducted by discussion as much as possible, it is imperative that students read the textbook ahead of time and be prepared for these discussions. Students are expected to participate in class discussions: ask and answer questions, discuss controversial issues, and form educated opinions.**

f. Chew gum only if you are too sleepy to pay attention otherwise!

g. Do NOT talk to your fellow students while I am talking – a pet peeve of mine. If you do not understand what I have said or if you have some other question about my lecture, ask me.

h. Turn off your cell phones and pagers when you enter the classroom – talk to me about your genuine emergencies or necessities and we can work something out.

i. In order to improve your studying, you may audio-tape the class discussions. You may use laptops to take notes but please do not use them in class for any other reasons -- I reserve the right to forbid use of laptops by students who abuse this privilege.

j. If you have a disability that may have some impact on your work in this class and for which you may require accommodations, notify me and the Disability Center.

k. Any extra credit will enhance your Quiz Grade.

4. \*\*\* **Objective Quizzes:** [25% of total grade] \*\*\*

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a. On designated days, you will have objective quizzes on designated topics, based on readings, lectures, and class discussions. See the Course Outline below for dates and topics. In order to get a C in the course, you must take all of the quizzes. In order for me to arrange for make-up quizzes, you must talk to me about your emergencies and absences. The Study Guide contains the answers to all of the quizzes that I give

b. Throughout quizzes, you may have nothing on your desk except writing implements and the quiz papers themselves. ALL books, notes, and electronic equipment that you bring to a quiz must be secured from vision, i.e., inside a zipped backpack or on my desk. Make sure your eyes look only at your own paper. Cheating will result in a zero on the offending quiz.

c. Course content and timing of quizzes and exams may vary from this outline, but only if I have to make changes.

5. \*\* **Book Review:** [25% of grade] \*\*

a. No later than \*\* **T:9/8** \*\*, you will choose a historical novel set in Europe prior to 1450 and show me the book.

[1] Some authors of medieval historical novels, which I know to be good and which you may choose: Elizabeth Chadwick, Alys Clare, Eva Etzioni-Halevy (novels with a Biblical basis), Margaret Frazer, Rosalind Miles, Sharon Kay Penman, Ellis Peters (mysteries), Kate Sedley (mysteries), Judith Tarr (fantasy based on historical events or persons), Jules Watson. You may choose other authors and books.

b. \*\* You will write a **two-paragraph Book Review** on that historical novel.

[1] This Book Review is due no later than \*\* **R:10/29**. \*\*

[2] This paper will consist of a total of 2 paragraphs:

[a] The 1<sup>st</sup> paragraph will be a summary of the historical novel.

[b] The 2<sup>nd</sup> paragraph will be your personal reaction to the historical novel. The 2<sup>nd</sup> paragraph is twice as important as the 1<sup>st</sup> one.

[3] The final product will be typed, double-spaced, about 1-2 pages in length. For further information on the final product, please consult the section entitled "Specific Information on the Mechanics of Writing" is at the end of this syllabus. This paper must include a title page with the following information: your name, the date, the full and correct citation of the historical novel: Author's Last Name, Author's First Name, Title of the Historical Novel. City of Publication: Publisher, date of publication. The content of this paper will count as 2/3 of the grade; the grammar/spelling/word usage will count as 1/3 of the grade.

c. If you get a grade of C or worse on this Book Review, you may replace this grade by reading a 2<sup>nd</sup> historical novel and writing a 2<sup>nd</sup> Book Review, due on **T:12/8**. Consult me about this before you do anything.

**GRADING POLICY:**

***** Essay Exams	50% *****
*** Quizzes	25% ***
** Book Review	25% **

**COURSE OUTLINE:** In order for you to know what we will be talking about during each class period, it is imperative that you read the textbook assignment ahead of time and be prepared for the lectures and discussions. The page numbers given are in the textbook.

T:8/25 - EXPECTATIONS/EXPLANATIONS/INTRODUCTIONS

**Handouts:** Syllabus, Survey

- R:8/27 - HOMINID TO HUMAN: c. 3.5 MILLION-10,000 BC/BCE  
HUNTER-GATHERERS: THE PALEOLITHIC: c. 2.5 MILLION-10,000 BC/BCE  
 Read: 1-3
- T:9/1 - AGRICULTURAL REVOLUTION: THE NEOLITHIC: c. 10,000-4,000 BC/BCE -  
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WHAT IS CIVILIZATION? - Read: 3-6; **Handout:** Study Guide
- R:9/3 - MESOPOTAMIAN CIVILIZATION, 3,500-1,200 BC/BCE  
 Read: 6-12
- T:9/8 - MESOPOTAMIAN CIVILIZATION, 3,500-1,200 BC/BCE  
**Film:** Legacy of Mesopotamian Civilization  
**\*\* Book Review: Choose Book \*\***
- R:9/10 - EGYPTIAN CIVILIZATION, c. 3,100-1,200 BC/BCE  
 Read: 12-21  
**Slides:** on ancient Egyptian civilization
- T:9/15 - OTHER ANCIENT NEAR EASTERN CIVILIZATIONS, c. 2,000-300 BC/BCE  
 Read: 23-38
- R:9/17- EGYPTIAN CIVILIZATION, c. 3,100-1,200 BC/BCE  
**Film:** on ancient Egyptian civilization [1<sup>st</sup> 45-50 minutes]  
**\*\*\* QUIZ:** on early humans and ancient civilizations [last 25-30 minutes] \*\*\*
- T:9/22 -\*\*\*\*\* **1<sup>ST</sup> ESSAY EXAM: 3 essay questions:** How are humans unique? Compare and contrast hunting/gathering, agriculture, and civilization in general. Compare and contrast Mesopotamian and Egyptian civilization. \*\*\*\*\*
- R:9/24- MINOAN CIVILIZATION, c. 2,800-1,450 BC/BCE  
MYCENAEAN CIVILIZATION, c. 1,600-1,100 BC/BCE  
ARCHAIC GREECE: c. 1,100-500 BC/BCE  
 Read: 40-46  
**Slides:** on Minoan, Mycenaean, and Greek art and architecture
- T:9/29 -THE RISE AND FALL OF CLASSICAL GREEK CIVILIZATION: c. 500-338 BC/BCE  
 Read: 44-58
- R:10/1-HELLENISTIC CIVILIZATION AND ALEXANDER THE GREAT, c. 338-31 BC/BCE  
 Read: 60-74
- T:10/6 -THE RISE AND FALL OF THE ROMAN REPUBLIC, 509-27 BC/BCE - Read: 76-94  
**Handout:** Comparison of the Roman Republic and the U.S. Federal Government
- R:10/8 -THE RISE AND FALL OF THE ROMAN EMPIRE, 27 BC/BCE-313AD/CE  
 Read: 96-108
- T:10/13-THE RISE AND TRIUMPH OF CHRISTIANITY, 313-600 - Read: 108-113, 117-118  
**Slides:** Roman ruins and early Christian sites

R:10/15-LEGACIES OF GREECE AND ROME TO THE MODERN WESTERN WORLD

Wrapup and Discussion

T:10/20-GREEK/ROMAN ART AND QUIZ ON GREECE AND ROME

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**Film:** Greek/Roman Art, Sculpture, Architecture, Engineering [1<sup>st</sup> 45-50 min.]

\*\*\* **QUIZZES:** Greek and Roman civilizations [last 25-30 min.] \*\*\*

R:10/22 -\*\*\*\*\* **SECOND ESSAY EXAM: 3 Essay questions:** Compare and contrast Athenian and Spartan ideas. Compare and contrast the Roman Republic and the U.S. Federal Government. Choice of an essay on Greek or Roman art, sculpture, architecture, engineering. \*\*\*\*\*

T:10/27- CHRISTIANITY IN THE LATE ROMAN AND EARLY BYZANTINE EMPIRE, 300-1000

Read: 115-130, 148-150

R:10/29- THE RISE OF ISLAM - Read: 130-135

\*\* **Book Review Due.** \*\*

T:11/3- THE LEGACY OF ISLAM - Read: 151-155

R:11/5 - THE CRUSADES - Read: 189-194

T:11/10- ROMAN CATHOLIC DIFFICULTIES AND REFORM IN THE MIDDLE AGES:

Read: 183-189, 206-209

\*\* **Book Review: Choose 2<sup>nd</sup> Book, if necessary.** \*\*

R:11/12- ROMANESQUE AND GOTHIC CATHEDRALS, 1000-1400 - Read: 170-172

**Film:** "White Mantle of Churches"

T:11/17- POLITICAL SUCCESSORS TO WESTERN ROMAN EMPIRE, 600-1300

Read: 119-122, 137-146, 175-183

R:11/19-FEUDALISM, 476-1300; NEW WORLD OF TRADE AND CITIES, 1100-1400

Read: 146-148, 157-162

T:11/24-THE BUBONIC PLAGUE AND ITS CONSEQUENCES, 1347-1400 - Read: 196-201

R:11/26-Thanksgiving Day - No classes

T:12/1- THE HUNDRED YEARS WAR AND ITS CONSEQUENCES, 1350-1450 - Read: 201-206

R:12/3 - MEDIEVAL INTELLECTUAL LIFE, 800-1400 - Read: 140-141, 166-170, 209-213

**Film:** on rise of universities

T:12/8 - LATE MEDIEVAL/EARLY RENAISSANCE ART - Read: 225-230

**Film:** on late medieval and early Renaissance art

R:12/10-\*\*\* **QUIZZES:** Islam, the Crusades, the Byzantine Empire;  
medieval Europe: learning, art and architecture, religion, feudalism, society \*\*\*

R:12/17 -\*\*\*\*\* **FINAL ESSAY EXAM: 11:00 a.m.-12:50 p.m.:** one essay on the impact of the connection between Roman Catholic Christianity and art; two essays on the impact of two of the following:

Arab-Islamic learning, the Crusades, feudalism, the bubonic plague. \*\*\*\*\*

**SPECIFIC INFORMATION ON MECHANICS OF WRITING**

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- A. Word Usage and Spelling: Proofread -- mechanics counts as 1/3 of the grade on your paper.
1. The word "only" should be closest to the part of the sentence that it modifies: PET PEEVE.
  2. Do not mix up homonyms (i.e., there, their): Pet Peeve.
  3. Do not mix up similar-sounding words that are not homonyms (i.e., were, where): Pet Peeve.
  4. Do not use illiterate words (i.e., should of), colloquial language (i.e., couple of), contractions (i.e., it's), or the word "would."
  5. Do not split an infinitive (i.e., to boldly go).
  6. Make sure your pronouns match their antecedents.
  7. Do not separate words at the end of the line.
  8. In most cases, use past tense.
  9. Vary your use of words, including the first word of a sentence.
- B. Structure and Punctuation:
1. Sentences:
    - a. A sentence has a subject and a verb and expresses a complete thought. It does not
    - b. Do not end a sentence with a comma.
    - c. Do not end a sentence with a preposition.
    - d. Avoid dangling phrases.
  2. Paragraphs:
    - a. Paragraphs deal with only one main subject.
    - b. The first sentence each paragraph should be the topic sentence.
  3. Punctuation:
    - a. Commas separate dependent phrases from the main part of the sentence, words in a series from each other, and parts of dates from each other. Do not end a sentence with a comma.
    - b. Do not mix up the following:
      - [1] Semi-colons [;] separate complete and closely related thoughts.
      - [2] Colons [:] show that something is coming after.