

HISTORY 100/21415: WESTERN CIVILIZATION I: ANCIENT TO MEDIEVAL

MWF: 11:00-11:50 a.m.: CL13

PROFESSOR: Dr. Bonnie F. Saunders

Home phone: 623-825-7105. Home e-mail: bonniesaun@aol.com -- if you e-mail me, [1] write History 100 in the subject line; [2] write your name somewhere in the e-mail; [3] please do not send me an attachment. Please give me your e-mail address; if you do not have one, get one free at GCC. I will e-mail you with any changes that occur or to remind you of tests the day after you are absent from class.

OFFICE HOURS: Before or after class or by appointment.

SYLLABUS AND COURSE OUTLINE

TEXT: Jackson J. Spielvogel. Western Civilization: A Brief History: Comprehensive Volume. 4th 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 the textbook assignments before class in order to discuss issues in class, demonstrating critical thinking.
2. Form educated opinions based on the facts that they know. Write essays explaining these opinions.
3. Research a historical person and write a grammatically correct paper explaining his/her character.

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: [40% of grade]** *****
 - a. ***** **First Essay Exam: in 2 parts:** *****
 - [1] 1st part of 1st Essay Exam: F:2/13 *****
 - [2] 2nd part of 1st Essay Exam: W:2/18 *****
 - b. ***** **Second Essay Exam: in 2 parts:** *****
 - [1] 1st part of 2nd Essay Exam: W:3/11 *****
 - [2] 2nd part of 2nd Essay Exam: F:3/13 *****
 - c. ***** **Final Essay Exam: W:5/13 - 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 3 of the essay exams. Talk to me about your emergencies and absences and I will arrange for make-ups.
 - 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. 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:

2-

(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; please write a persuasive essay of at least three or four paragraphs.

(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 – please be sure to back up the judgment and/or opinion with solid facts and generalizations. **Students have a right to disagree with the Professor. The Professor will never give a bad grade because of a student's disagreement on an essay exam.**

2. **** Attendance, Readings, and Class Participation: [10% of total grade] ****

a. You are expected to attend classes regularly. I take attendance. Perfect attendance will help. Excessive absences (more than 2) will hurt. Regarding your excused absences (illness, family problems, work problems, perhaps other problems), please talk to me about your emergencies and other reasons and I will help you as necessary. If you must drop the course for any reason, please be courteous enough to let me know. I reserve the right to drop you from the course if you are absent for more than 3 classes in a row without contacting me, especially if you miss a quiz or an essay exam. Before I drop you, I will always attempt to contact you by e-mail.

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. 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. You are expected to participate in class discussions: ask and answer questions, discuss controversial issues, and form educated opinions. Students have a right to disagree with the Professor. The Professor will never give a bad grade because of a student's disagreement in a discussion.**

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 also use laptops to take notes but not to write essay exams.

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.

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

-3-

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. You must take all of the quizzes. In order for me to arrange for make-ups, you must talk to me about your emergencies and absences.

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 may vary from this outline if necessary to meet the needs of the students in this course.

4. ** **Research Paper: Character Analysis:** [25% of grade] **

a. No later than ** **M:2/2** **, you will choose a person who lived and worked in ancient Greece, ancient Rome, the ancient Middle East, or medieval Europe before 1450.

b. Some categories of people and examples of specific people (you may choose others): kings, queens, emperors, other political leaders (i.e., Pericles, any of the Roman Emperors such as Nero or Julius Caesar, Consuls or Senators, Hammarabi, Nebuchadnezzar, Cleopatra, Mark Anthony, Charlemagne, Richard the Lionheart, Eleanor of Aquitaine. King John Lackland); religious leaders (i.e., any of the early Popes such as Urban or Clement, monks or priests such as Peter Abelard; abbesses or nuns such as Hildegarde); military leaders (i.e., Hannibal, Charles Martel, El Cid); artists, writers (i.e., Petrarch, Virgil).

c. You will **write a Character Analysis** of the person whom you choose.

[1] No later than ** **M:2/23** **, find a biography of that person or find information elsewhere; show me the book and/or the bibliographical reference.

[2] No later than ** **W:3/25** **, tell me the 3 adjectives that best describe the character of this person.

[3] This character analysis is due no later than ** **M:4/20** **.

[4] This paper will consist of a total of 5 paragraphs (no more, no less).

[a] The 1st paragraph will be a thumbnail sketch of this person's life -- including dates of birth and death, what he/she did in life that was important. Do not deal with your adjectives in the first paragraph.

[b] The 2nd paragraph will deal with one of your 3 adjectives. Please use the adjective in the first sentence.

[c] The 3rd paragraph will deal with one of your 3 adjectives. Please use the adjective in the first sentence.

[d] The 4th paragraph will deal with one of your 3 adjectives. Please use the adjective in the first sentence.

[e] The 5th paragraph will be a summary paragraph.

[5] The final product will be typed, double-spaced, about 3-5 pages in length. For further information on the final product, please consult the section entitled "Specific Information on the Mechanics of Writing," which is at the end of this syllabus. This paper must include the following:

[a] A title page with the following information: the name of the person about whom you wrote, your name.

[b] A "Bibliography" or "Works Cited" page, which includes every source that you consulted (books, articles, internet sources with the full citation). Include the author, the title, date, publisher. Be sure to use the correct form in your citations. I will not read the paper if you do not include a

"Bibliography" or "Works Cited" page.

[c] Footnotes: the source of any and all information that you learned while doing your research. The form may be the traditional form or you may use MLA or APA.

GRADING POLICY:

4-

***** Essay Exams	40% *****
**** Attendance, Class Participation	10% ****
*** Quizzes	25% ***
** Research Paper: Character Analysis	25% **

COURSE OUTLINE: 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.

W:1/21 - EXPECTATIONS/EXPLANATIONS/INTRODUCTIONS - **Handouts:** Syllabus, Survey

F:1/23 - HOMINID TO HUMAN: c. 3.5 MILLION-10,000 BC/BCE - Read: 1-2

M:1/26 - HUNTER-GATHERERS: THE PALEOLITHIC: c. 2.5 MILLION-10,000 BC/BCE - Read: 2-3

W:1/28 - AGRICULTURAL REVOLUTION: THE NEOLITHIC: c. 10,000-4,000 BC/BCE - Read: 3-5

F:1/30 - WHAT IS CIVILIZATION? MESOPOTAMIAN CIVILIZATION, 3,500-1,200 BC/BCE
Read: 5-12; **Handout:** on Ancient Civilizations (during the class period)

M:2/2 - MESOPOTAMIAN CIVILIZATION, 3,500-1,200 BC/BCE
Film: begin "Legacy of Mesopotamia, the Cradle of Civilization"
**** Research Paper: Choose person. ****

W:2/4 - MESOPOTAMIAN CIVILIZATION, 3,500-1,200 BC/BCE
Film: finish "Legacy of Mesopotamia, the Cradle of Civilization" and **Discussion.**

F:2/6 - EGYPTIAN CIVILIZATION, c. 3,100-1,200 BC/BCE - Read: 12-21
Film: begin "Legacy of Egypt, the Habit of Civilization"

M:2/9 - EGYPTIAN CIVILIZATION, c. 3,100-1,200 BC/BCE
Film: finish "Legacy of Egypt, the Habit of Civilization" and **Discussion.**

W:2/11 - OTHER ANCIENT NEAR EASTERN CIVILIZATIONS, c. 2,000-300 BC/BCE
Read: 23-38 (skim)

F:2/13 - ***** **1ST PART OF THE 1ST ESSAY EXAM:** *****
Two essay questions: How are humans unique?
Compare and contrast hunting/gathering, agriculture, and civilization in general.

M:2/16 -- Presidents' Day – No classes

W:2/18-***** **2ND PART OF THE 1ST ESSAY EXAM:** *****

One essay question: Compare and contrast Mesopotamian and Egyptian Civilizations

*** **QUIZ:** on early humans and ancient civilizations ***

F:2/20 - 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

M:2/23-THE RISE AND FALL OF CLASSICAL GREEK CIVILIZATION: c. 500-338 BC/BCE -
5-

Read: 44-58

** **Research Paper: Show me the book or other sources.** **

W:2/25 - HELLENISTIC CIVILIZATION AND ALEXANDER THE GREAT, c. 338-31 BC/BCE

Read: 60-74

F:2/27 - 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

M:3/2 - THE RISE AND FALL OF THE ROMAN EMPIRE, 27 BC/BCE-313AD/CE

Read: 96-108

W:3/4 - LEGACY OF GREEK/ROMAN CIVILIZATIONS

F:3/6 - GREEK/ROMAN ART

Film: begin "The Classical Ideal"

M:3/9 - GREEK/ROMAN ART

Film: finish "The Classical Ideal"

W:3/11- ***** **1ST PART OF THE 2ND ESSAY EXAM:** *****

2 Essays on: Greek and Roman civilizations *****

F:3/13 - ***** **2ND PART OF THE 2ND ESSAY EXAM:** *****

One Essay on Greek architecture and sculpture or Roman architecture and engineering

*** **QUIZZES:** Greek and Roman civilizations ***

March 16-20 – Spring Vacation – No classes

M:3/23-THE RISE AND TRIUMPH OF CHRISTIANITY, 313-600 - Read: 108-113, 117-118

W:3/25-CHRISTIANITY IN THE LATE ROMAN AND EARLY BYZANTINE EMPIRE, 300-1000

Read: 115-130, 148-150

** **Research Paper: 3 adjectives** **

F:3/27 - THE RISE OF ISLAM - Read: 130-135

M:3/30- THE LEGACY OF ISLAM - Read: 151-155

W:4/1 - THE LEGACY OF ISLAM - **Film:** on the legacy of Islam

- F:4/3 - THE CRUSADES, 1090-1290 - Read: 189-194
- M:4/6 - THE CRUSADES, 1090-1290 - **Film:** on the Crusades
- W:4/8 - THE LEGACY OF THE CONFLICT BETWEEN CHRISTIANITY AND ISLAM
- F:4/10 - ROMAN CATHOLIC DIFFICULTIES AND REFORM IN THE MIDDLE AGES
-6-
 Read: 183-189, 206-209
- M:4/13 - MEDIEVAL INTELLECTUAL LIFE, 800-1400 - Read: 140-141, 166-170, 209-21
Film: begin "In Light of the Above"
- W:4/15 - MEDIEVAL INTELLECTUAL LIFE, 800-1400
Film: finish "In Light of the Above"
ROMANESQUE AND GOTHIC CATHEDRALS, 1000-1400 - Read: 170-172
Film: begin "White Garment of Churches"
- F:4/17 - ROMANESQUE AND GOTHIC CATHEDRALS, 1000-1400
Film: finish "White Garment of Churches"
- M:4/20- POLITICAL SUCCESSORS TO THE WESTERN ROMAN EMPIRE, 600-1300
 Read: 119-122, 137-146
**** Research Paper: Character Analysis Due. ****
- W:4/22- POLITICAL SUCCESSORS TO THE WESTERN ROMAN EMPIRE, 600-1300
 Read: 175-183
- F:4/24 - FEUDALISM, 476-1300 - Read: 146-148, 157-162
- M:4/27 - NEW WORLD OF TRADE AND CITIES, 1100-1400 - Read: 163-166
- W:4/29 - THE BUBONIC PLAGUE AND ITS CONSEQUENCES, 1347-1400
 Read: 196-201; begin Tuchman book
- F:5/1 - THE BUBONIC PLAGUE AND ITS CONSEQUENCES, 1347-1400
THE HUNDRED YEARS WAR AND ITS CONSEQUENCES, 1350-1450
 Read: 201-206; finish Tuchman book
- M:5/4 - LATE MEDIEVAL/EARLY RENAISSANCE ART - Read: 225-230
Film: begin "The Early Renaissance"
- W:5/6 - LATE MEDIEVAL/EARLY RENAISSANCE ART - Read: 225-230
Film: finish "The Early Renaissance"
- F:5/8 - ***** QUIZZES: *****
 On: Christianity, Islam, the Crusades and the Byzantine Empire, the Middle Ages

W:5/13 - ***** **FINAL ESSAY EXAM**: 11:00 a.m.-12:50 p.m. *****

Three essays on: the Crusades, feudalism, bubonic plague, culture, politics, economics, religion.

SPECIFIC INFORMATION ON MECHANICS OF WRITING

7-

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.