

History 110B Western Civilization to 1648

Fall 2015

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Office Hours: Monday, Wednesday, 10:00-11:00 a.m.,
or by appointment.

TEXTBOOK:

Joshua Cole, Carol Symes, Judith Coffin, and Robert Stacey. Western Civilizations: Their History and Their Culture. Brief Third Edition. Volume One. New York: W. W. Norton and Company, 2012.

OBJECTIVES:

The student who successfully completes this course will be able to:

1. Identify the social, economic, and religious factors that led to the rise of civilization.
2. Evaluate the classical age of Greece and Rome and note its impact on the subsequent development of Western Civilization.
3. Identify the characteristics of medieval European civilization and describe its rise after the fall of Rome.
4. Identify the political, religious, intellectual, and economic factors in the dissolution of medieval Europe and their impact on the development of the modern world.
5. Assess the rise of Christianity within its historical context and consider the relationship of historical Christianity to the Christianity of twenty-first-century America.
6. Describe the factors that led to the rise of the modern world, including the rise of the nation-state and the scientific revolution.
7. Think historically, i. e. recognize the change in perspective that occurs when one considers issues in terms of development over time, the power of ideas, and the nature of cause and effect.
8. Confront his or her own presuppositions concerning Western history and evaluate their importance in developing a worldview.
9. Engage the task of historical argumentation by the use of clearly stated theses supported by appropriate evidence.

REQUIREMENTS:

1. Daily Readings. Readings from Cole, et al. are noted in the class schedule below. Additional primary source readings are noted for days marked Discussion.
2. Attendance and Quizzes. Twelve quizzes will be worth eight points per class session to a maximum of eighty points. (The ten highest quiz scores will be included in the final grade.) Quizzes will be in two different formats.
 - A. Reading quizzes. Six quizzes will be given during the course of the semester on days when reading is assigned from Cole, et al. Questions for these quizzes will be taken from the reading for that day. Quizzes shall be written without the use of the textbook, notes, or other previously prepared materials.

B. Discussion quizzes. Six quizzes designated "Discussion" will be submission of a written paragraph based on readings from the text and an additional primary reading. These paragraphs may be submitted by email to mweinert@georgefox.edu or submitted in class on a printed page. Paragraphs sent by email must be sent before class begins in order to receive points for the assignment. Points will be given based on the thoughtfulness and accuracy of the response and the use of some specific information or detail from the assignment to support your answer. Each paragraph will respond to a question that accompanies the primary reading assigned for that day. The question for the day is noted in the class schedule below.

Because there are twelve opportunities to collect these points, one or two absences need not be made up. If students desire to make up quizzes, up to two quizzes may be made up if the reason for the absence is illness or university events. In order to earn points for quizzes, including those submitted by email, students must be present in class for the entire class session.

2. Three examinations (two midterm and one final), one hundred points each.

3. Medieval Essay. Develop an essay on the following question, using course readings, course lectures, your course reflections throughout the semester, and any additional outside reading as your sources. Students will present and discuss their findings in discussion groups held on or around October 14. Essays are due at the time of the discussion group with which you meet. The assignment is worth sixty points.

Select a specific expression of medieval Christianity (the years 500-1500) and use it as a means to evaluate the Christianity of the Middle Ages. On balance, did the medieval church contribute to or detract from the central purposes of Christianity?

ALTERNATE ASSIGNMENT A: Students who would prefer to read about one of the crucial battles in the history of Greek civilization may read one of the books listed below. A two-page review essay over the selected work will be presented in a discussion group as with the other assignments. Students must notify the professor of their intention to follow this assignment by October 13.

Richard A. Billows. Marathon: The Battle That Changed Western Civilization. Overlook Hardcover, 2010.

Barry Strauss. The Battle of Salamis: The Naval Encounter That Saved Greece and Western Civilization. Simon and Schuster, 2005.

Ernie Bradford. Thermopylae: The Battle for the West. De Capo Press, 2004.

ALTERNATE ASSIGNMENT B: Alternate history is a branch of science fiction that produces stories and novels based on what the world might look like if a key event in history had turned out differently. Students who select this assignment will read a story of alternate history, do some additional reading and research about the events that are key to the story, and then develop a two-page essay which evaluates the historical significance of those events.

Students must notify the professor of their intention to follow this assignment by October 13.

4. Historical Novel Assignment. Each student will select and read an historical novel. A list of possible selections from which to choose will be distributed separately. All choices must be approved by the professor. Guidelines for the written portion of the assignment will also be distributed separately. Each student will share his or her findings in one of the discussion groups to meet on or around December 3. The assignment is worth sixty points. Choices will be submitted October 20; assignments are due at the time your discussion group meets.

ALTERNATE ASSIGNMENT: Students who would prefer to tackle a more reflective or sweeping work may select one of the works listed below. A two-page review essay over the selected work will be presented in a discussion group as with the other assignments. Choices should be submitted at the same time as historical novel choices are due.

A. Roger Ekirch. At Day's Close: Night in Times Past. W. W. Norton, 2006.

Mark Kurlansky. Salt: A World History. Walker and Company, 2002.

Carl J. Richard. Why We're All Romans: The Roman Contribution to the Western World. Rowman and Littlefield, 2010.

Peter S. Wells. Barbarians to Angels: The Dark Ages Reconsidered. W. W. Norton, 2008.

The Medieval Essay will be evaluated on whether it has a clear thesis, uses appropriate, convincing evidence and argumentation, and is written clearly and with proper mechanics. Guidelines to the format of the Historical Novel Assignment will be distributed separately. Each assignment is worth sixty points.

Note on Discussion Groups: The class will be divided into discussion groups for each of the two papers. Attendance at the discussion is considered to be part of each assignment. The grade for papers of students who miss the related discussion will be reduced. Papers are due at the time of each discussion group. Grades will also be reduced for late essays.

NOTE ON CLASSROOM TECHNOLOGY USE

Students are asked not to bring laptop computers or hand-held devices such as smart phones, I-Pads, or Blackberries to class. Students who desire to use such devices for notetaking must speak with the professor. Students who use such devices for activities not related to the class may be asked to leave.

EVALUATION:

Examinations	300 points (100 points each)
Essays	120 points (60 points each)
Quizzes	<u>80</u> points (8 points each)
Total	500 points

Factors such as class attendance and class contributions may be considered in assigning the final grade.

Note: If a student must miss a class quiz, exam or discussion group due to illness or other emergency reasons, the professor must be notified prior to the scheduled time. (Give me a call on the phone, send an email, or leave a message with the office administrative assistant or on voice mail.) Midterms or assignments in other classes are not valid reasons for missing or rescheduling an exam. The University policy for rescheduling final exams will be followed. Any requests for changing a final exam for reasons other than that listed in the University policy must be submitted to the Registrar by the end of the tenth week according to University policy.

DISABILITY SERVICES:

If you have specific physical, psychiatric, or learning disabilities and require accommodations, please contact the Disability Services Office as early as possible so that your learning needs may be appropriately met. For more information, go to ds.georgefox.edu or contact Rick Muthiah, Associate Director of Learning Support Services (ext. 2314 or rmuthiah@georgefox.edu).

ACADEMIC RESOURCE CENTER:

The Academic Resource Center (ARC) on the Newberg campus provides all students with free writing consultation, academic coaching, and learning strategies (e.g., techniques to improve reading, note-taking, study, time management). The ARC, located on the first floor of the Murdock Learning Resources Center (library), is open from 1:00-10:00 p.m., Monday through Thursday, and 12:00-4:00 p.m. on Friday. To schedule an appointment, go to the online schedule at arcschedule.georgefox.edu, call 503-554-2327, or email the_arc@georgefox.edu. Visit arc.georgefox.edu for information about ARC Consultants' areas of study, instructions for scheduling an appointment, learning tips, and a list of other tutoring options on campus.

CLASS SCHEDULE

SECTION ONE: THE ANCIENT AND CLASSICAL WORLD

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| September 1 | Introduction: The Nature of Civilization |
| September 3 | Civilization in the River Valleys
Reading: Cole, et al., 2-55. |
| September 8 | Civilization in the River Valleys
Reading: Cole, et al., 2-55;
"Code of Hammurabi."
Discussion: What general principles shape the laws stated here? |
| September 10 | The Greeks
Reading: Cole, et al., 56-75. |

- September 15 The Greeks
Reading: Cole, et al., 56-75.
- September 17 The Greek Legacy
Reading: Cole, et al., 75-105.
- September 22 The Greek Legacy
Reading: Cole, et al., 75-105.
- September 24 Republican Rome
Reading: Cole, et al., 106-120.
- September 29 Republican Rome
Reading: Cole, et al., 106-120;
Polybius on the Roman constitution.
Discussion: What are the general principles of the political system described by Polybius? Note at least one strength and one weakness of the system as you see it.
- October 1 The Late Empire and the Rise of Christianity
Reading: Cole, et al., 120-155.
- October 6 MIDTERM EXAMINATION
- October 8 The Late Empire and the Rise of Christianity
Reading: Cole, et al., 120-155.
- October 13 The Late Empire and the Rise of Christianity
Reading: Cole, et al., 120-155;
Tacitus, "The End of the Republic."
Discussion: How does Tacitus's account of the end of the Republic reflect his idea of the values of the Republic?

SECTION TWO: THE MIDDLE AGES

- October 15 The Heirs of the Roman Empire: Germans, Byzantines, and Muslims
Reading: Cole, et al., 156-181.
- October 20 The High Middle Ages
Reading: Cole, et al., 182-207.
HISTORICAL NOVEL SELECTIONS DUE
- October 22 The High Middle Ages
Reading: Cole, et al., 182-207;

- December 8 The Catholic Reformation
Reading: Cole, et al., 325-329.
- December 10 The End of an Age
Reading: Cole, et al., 331-353.
- December 16 8:00 a.m. FINAL EXAMINATION
Note the University policy on rescheduling final exams.