

Professor Gomez-Rivera

Course: Western Civilization I

Thu 6-9 pm Smith 242

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Office hours: Thu 5:30-6 p.m. --Conklin 326

Text: Spielvogel, Jackson J. *Western Civilization*, Combined Volume 7th Edition

A broad and general survey of the history of western civilization from the beginnings of Human Civilization in the Fertile Crescent and the Mediterranean Basin to ca. 1700, this course combines lectures and discussions with readings from a textbook and primary-sources.

The course introduces issues, such as the impact of monotheism and the Greco-Roman tradition in developing political systems, the political and social impact of Christianity, the Papacy and the growth of feudal states. It will explore the philosophical traditions underlying economic and political systems as they emerged in the early modern period. It will examine major personalities and events to develop historical analysis and interpretations that will meet high academic standards.

Through class discussion, students will interact with the materials, the instructor, and their peers. In the process, they will practice both their public speaking skills, and learn how to engage critically with the arguments and evidence of the texts. Students will also develop their writing and research skills in a final paper. In both the written assignments and the class discussions, students will develop their analytical skills by identifying the course readings' main theses, supporting arguments, evidence, assumptions, and rhetorical strategies. Lectures and discussions will stand as the basis for introducing the bulk of the material covered, as well as serving as the medium for it. Much of what you will study will come from the lectures and discussions. Since I frequently approach topics differently than the textbook, your attendance at and understanding of the lectures are requirements. The textbook should be used primarily to supplement lecture and discussion material. Other readings are of a more specific nature and complement the lectures.

Course Requirements and Grading:

Course requirements include a research paper, quizzes, a midterm exam and a final exam. The final grade in the course will be based on the following:

Paper 25 % (**A deduction of a grade per day for every day up to a week will be applied to papers - no papers will be accepted after that.**)

Midterm Exam 25 %

Final Exam 25 %

Quizzes 10 %--Quizzes will be administered to ensure that students grasp the material covered and the scheduled readings. There will be several quizzes throughout the course and will take place at different class times during the semester.

Class participation 15 % (class discussions on scheduled readings to analyze historical context--which each student must open with a one page presentation)

Attendance A half letter grade will be deducted with second unexcused absence—three late arrivals will constitute one unexcused absence —Any student who misses class four or more times through any combination of excused or unexcused absences will not receive credit for this course. These students should withdraw from the course.

Integrity of Scholarship: Students are expected to maintain the standards of

academic integrity. Using other people's ideas without placing them in quotation marks and stating source in footnotes (plagiarism), unauthorized assistance in written assignments, taking material without sourcing from websites and re-submitting parts of a paper that was prepared for another course (unless specifically permitted by the instructor) will not be tolerated.

All students are required to sign the Rutgers Honor Code Pledge. To receive credit, every assignment – essays, papers, journals, quizzes – must have your signature under the following phrase: “On my honor, I have neither received nor given any unauthorized assistance on this examination / assignment.”

Papers: The paper is to be ten (10) pages in length. It must be based on primary source research. Three (3) different primary sources must be incorporated into the paper. A primary source is typically a contemporaneous account of the events described. The research paper may focus on any topic covered in the course and survey period. It should try to explore, contrast and comprehensively analyze the selected issue as a proposition. (For example: Was the Augustan Principate a continuation of the oligarchic Republic or a radical departure from the Roman system and how?) Students should provide footnotes and a full bibliography. You may not cite Wikipedia or the textbook in bibliography. Students may use the research and annotation style of their choosing, as long as it is consistent throughout. Students will be graded on the originality of argumentation, thoroughness in research and presentation. Students should focus on primary sources whenever possible.

Schedule of Weekly Topics: (Because we meet once a week for 3 hours, many Lecture Topics will be covered in a single night, but have been listed separately for chronological clarity and organizational efficiency. Readings for the date are all due on the first date cited)

(9/8) COURSE OVERVIEW—WHAT IS WESTERN CIVILIZATION?

(9/15) HEBREWS: STRUGGLE AND SYNTHESIS

Spielvogel, chap. 2

The Book of Job (found at <http://www.fordham.edu/halsall/ancient/job-rsv.html>)

(9/15) THE ANCIENT MEDITERRANEAN BASIN AND EMERGENCE OF EMPIRES

Spielvogel, chap. 2

Herodotus on Persian Political Organization (<http://www.fordham.edu/halsall/ancient/herodotus-persdemo.html>)

(9/22) AGAMMEMNON AND THE WINE DARK SEA- HISTORY AND MEMORY

Spielvogel, chap. 3

Thucydides on the Early History of the Hellenes (<http://www.fordham.edu/halsall/ancient/thuc-hellenes.html>)

(9/22) THE ARCHAIC AGE: RISE OF THE POLIS

Spielvogel, chap. 3

Rise of the Polis (<http://homepage.usask.ca/~jrp638/CourseNotes/Polis.html>)

(9/29) CLASSICAL GREECE: FROM HOMER TO ARISTOTLE

Spielvogel, chap. 3

Herodotus, Thucydides, Aristotle and Plutarch on Athens

(<http://www.fordham.edu/halsall/ancient/athens-origins.html#Aristotle>)

Xenophon – On Men and Women

<http://www.fordham.edu/halsall/ancient/xenophon-genderroles.asp>

(9/29) THE PELOPONNESIAN WAR AND THE RISE OF MACEDONIA

Spielvogel, chapters 3-4

Thucydides on Pericles' Funeral Oration, the Melian Dialogue and the Mytilenian Debate (<http://www.cofc.edu/~mccandla/Thucydides.htm#The%20Melian%20Dialogue>)

Aristophanes – Lysistrata

<http://eawc.evansville.edu/anthology/lysistrata.htm>

(10/6) ALEXANDER AND HELLENISM: A NEW SYNTHESIS

Spielvogel, chapter 4

Lucretius on the Nature of Things- Book 1 (http://classics.mit.edu/Carus/nature_things.1.i.html)

(10/6) ROME : FROM ROMULUS TO REPUBLIC

Spielvogel, chapter 5

Polybius on the Roman Constitution-Book 6

(<http://www.fordham.edu/halsall/ancient/polybius6.html>)

(10/13) ROME : CRISIS, CIVIL WAR AND CAESAR

Spielvogel, chapters 5-6

Cicero on the Republic (<http://www.fordham.edu/halsall/ancient/cicero-republic6.html>)

Appian on the Gracchi and Civil War (<http://www.fordham.edu/halsall/ancient/appian-civwars1.html>)

(10/20) ROME : AUGUSTUS AND THE PAX ROMANA

Spielvogel, chapter 6

Augustus – Res Gestae (Accomplishments) (<http://classics.mit.edu/Augustus/deeds.html>)

Matthew -1-42 (Jesus to the

Apostles) <http://www.biblegateway.com/passage/?search=MATT%2010:1-42>) </ div>

Paul of Tarsus – On the Body and Women

<http://www.biblegateway.com/passage/?search=ROM+7%3A22-8%3A17&version=NIV>

Pliny – Letters to Trajan (<http://www.fordham.edu/halsall/ancient/appian-civwars1.html>)

(10/27) MIDTERM EXAM

(11/03) CHRISTIANITY, LATE ANTIQUITY AND THE CHURCH

Spielvogel, chapter 7

Edicts of Toleration and Milan (<http://www.fordham.edu/halsall/source/edict-milan.html>)

Pope Leo I—The Petrine Doctrine (<http://www.fordham.edu/halsall/source/leo1a.html>)

(11/10) EARLY MIDDLE AGES, THE RISE OF THE CHURCH AND THE CAROLINGIANS

Spielvogel, chapter 8

Pope Gelasius –On Spiritual and Temporal Power

(<http://www.fordham.edu/halsall/source/gelasius1.html>)

Charlemagne –Capitulary for Saxony (<http://www.fordham.edu/halsall/source/carol-saxony.html>)

Charlemagne—Capitularies on Serfs and Coloni(<http://www.fordham.edu/halsall/source/803carol-coloni.html>)
Pope Gregory VII – Against Lay Investitures (<http://www.fordham.edu/halsall/source/g7-reform2.html>)

(TERM PAPER DUE 11/10)

(11/17) THE HIGH MIDDLE AGES: CRUSADES, COMMERCE AND SCHOLASTICISM
Spielvogel, chapters 9-10

Pope Urban II – Speech at Claremont (<http://www.fordham.edu/halsall/source/urban2-5vers.html>)

Thomas Aquinas – Summa Theologica(<http://www.fordham.edu/halsall/source/aquinas1.html>)

(11/17) PLAGUE, RECOVERY AND PROTO-RENAISSANCE

Spielvogel, chapter 11

Vergerius –the New Education (<http://www.fordham.edu/halsall/source/vergerius.html>)

Margery Kempe – Settlement between husband and wife

<http://www.luminarium.org/medlit/kempe3.htm>

Thanksgiving break – students must prepare a one page summary of the Baron thesis on why Civic Humanism developed in Florence, students must analyze at least one primary source on Bruni or Florentine politics in the summary

(12/1) RENAISSANCE: HUMANISM, MEDICI AND MACHIAVELLI

Spielvogel, chapter 12

Machiavelli – Florence and Lorenzo de Medici

(<http://www.fordham.edu/halsall/source/machiavelli-histflo-lorenzo.html>)

Machiavelli – The Prince, excerpts (<http://www.fordham.edu/halsall/source/prince-excerpt.html>)

(12/1) REFORMATION, RELIGIOUS WARFARE AND ABSOLUTISM

Spielvogel, chapters 13 and 15

Martin Luther – 95 Theses (<http://www.fordham.edu/halsall/source/luther95.txt>)Henry VIII –

Act of Supremacy (<http://www.thenagain.info/Classes/Sources/ActSupremacy.html>)

(12/8) SCIENTIFIC REVOLUTION: GALILEO, KEPLER AND THE PRINCIPIA

Spielvogel, chapter 16

Letter on Galileo's Theories (<http://www.fordham.edu/halsall/mod/1615bellarmine-letter.html>)

Newton –=2 0the Mathematical Principles of Natural Philosophy

(<http://www.thenagain.info/Classes/Sources/Newton.html>)

(12/20) FINAL EXAM (6:20 to 9:20 pm)