

Western Civilization I
21.510.201.07/.98
Fall 2015

Rutgers
242 Smith Hall
Tu-Th, 3:10-4:30

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Required Text:

Perry, Peden Von Laue, Sources of the Western Tradition vol. 1, 9th ed. Houghton Mifflin, Boston.
Packet of Supplementary Documents – posted on *Blackboard*

Recommended Text:

Mckay, Hill, Buckler, A History of Western Society, vols. 1, 9th eds. Houghton, Mifflin, Boston.
Course description:

In this course we will survey the development of western Society from the Ancient Greeks to the eighteenth century Enlightenment. This story includes lots of facts, people, places, events and dates. We will focus on the process of history, on making connections, on understanding how the many pieces of history - the people, places, events and dates - fit together. We will develop tools for interpreting - why things happened the way they did in the context of the broad themes of intellectual, cultural, political, diplomatic, and socio-economic history.

Learning objectives and outcomes

To enable students to learn how the broad historical narrative is constructed from the interplay of events, ideas, discoveries, inventions, etc., we will work with selected primary and secondary source documents. For each source reading, students must prepare a guided written response focusing on interpretation, comparison and context for that material. These responses serve as the basis for class discussion in which, students must present their arguments, evidence and assumptions about the assigned readings. Through discussion, preparation (and submission) of responses and two short independent papers, students will develop/expand critical analytic and writing skills. Today is the accumulation of everything that has gone before, and tomorrow will be the result of that accumulation. By understanding our past stories we hope to understand the values and institutions that have shaped Western Civilization and better manage its future.

Expectations

Class discussion is an essential part of interpreting our course materials, and everyone's input is important, so ***attendance is required***. We have only 28 scheduled class meetings, therefore I will start taking one point off your grade for each absence after the 4th unexcused absence. Note: any student who misses eight or more sessions through any combination of excused and unexcused absences will not earn credit in this class. Such students should withdraw to avoid getting an F. You can always reach me by e-mail in unexpected cases of emergency.

Class reading assignments, papers & tests: ***You are responsible for having copies of all assigned readings in class; those without readings will be marked absent. You are responsible for getting all assignments and submitting all work on the due date*** whether or not you are in class when the assignment was announced and whether or not you are in class when the assignment is due. Work can be emailed to me or left in my department. All materials are posted on Blackboard and listed on the syllabus schedule. ***You are responsible for checking Blackboard*** for materials and for announcements about assignments and tests.

If you are having difficulty getting access to Blackboard check with the help desk at the computer Center, 3rd floor, Englehart Hall (973)353-5083 M-F

Respect: we each bring important resources and experiences into the class. As we each want our own ideas to be heard and respected, so, too, we must be willing to listen to others. This is the basis for classroom manners. Cell phones, beepers, distracting activities all interfere in learning. Please honor your fellow students= interests and your own commitment to college work.

Plagiarism: each of you has committed to college with money and time in order to develop your own understanding and ability. Any time you plagiarize and claim somebody else=s work as your own, no matter how small the part, you have wasted some of your money and lost an opportunity for your own growth. You insult you own potential, you insult me, you insult your fellow students and their honest efforts. To be sure everyone is clear about exactly what plagiarism includes, ***the history department requires that all students write and sign the following honor pledge on examinations and major course assignments submitted for grading***: AOn my honor, I have neither received nor given any unauthorized assistance on this examination (assignment).@

Grading evaluation

Grades will be based on the number of points accumulated in a series of announced and unannounced quizzes, mid-term and final exams, two written projects- a museum project and a book report, and submission of reading responses*. Because the exams will include assigned readings as well as information presented in class, regular class attendance is essential in order to have all the necessary material.

Your final grade will be based on the total number of points you accumulate on a series of exams and exercises. ...

Mid-term exam	16 possible points	25%
Final Exam	16 possible points	25%
quizzes @4 or 6 points each	24 possible points	37.5%
written project	4 possible points	06.25%
museum project	4 possible points	06.25%
	64 total possible points	100%

*Reading responses: The reading responses are to provide guidance for the document and source course readings. I expect you to fill them out and submit them and they will be logged in and posted in your cumulative grade record on Blackboard. You will not receive grade points for the responses, but at the end of the semester I will subtract points relative to the number of missing responses. It will help you to complete the reading responses as we cover the materials in class. Because they are intended as a study guide, I will generally collect responses only at the time of the quizzes and exams to which the particular responses apply. Responses completed after the relevant quizzes and exams will not be acknowledged.

Materials: Sources of the Western Tradition, vol. I, 9th edition, cited in syllabus as PERRY
[available on reserve in DANA LIBRARY. Call numbers PC DANA 997, 861, 862
Supplemental Readings, cited in syllabus as PACKET

9/01: introduction - lecture Origins of Civilization

TOPICS: Domestication of plants and animals (Neolithic age c. 7000 BCE) enabled permanent settlements in flooding river valleys -Tigris-Euphrates, Nile, Indus, Yangtze, Yucatan Peninsula, Mexico - earliest city-states - by 3500 BCE. Flooding control/irrigation requires specialization of labor and production and control of food surplus. Early city social systems were rigid and hierarchical, the leaders being priest/generals. These leaders claimed (or were granted) authority in order to deal with gods of rivers and weather thought to determine life. Differences in conditions/resources of valleys and behavior of their rivers is important in considering differences among these early civilizations. We are concerned with civilizations in the Tigris-Euphrates, Ur, (in Iraq) and lower Nile (in Egypt) - the Fertile Crescent.

View portfolio –fertile crescent, Ur & ziggurat, early irrigation agriculture & water moving.

9/3: discussion/lecture - From the Fertile Crescent to the Peloponnesian Peninsula (c.2000 - 800 BCE)

TOPICS - moving westward from the Tigris-Euphrates river valley. New approaches to unpredictability of nature(s forces - the Hebrews and a different concept of divinity and people(s relationship with the divinity. New approaches to inter-community communication - Phoenicians, traders and carriers of ideas and technologies, language development. New kinds of communities - Island civilization of Crete, Minoans at Knossos and Mycenaean settlements on Peloponnesian peninsula, (1650 BCE). Contact, trade and conflict. Destruction of Knossos (a tsunami and other factors) - 1450 BCE. On the Peloponnesian peninsula, rise of Mycenaean, invasions of the Dorans (c. 800 BCE). Inland retreat of Greek peoples and founding of early Peloponnesian mountain valley city-states.

*Web sites for Crete and Knossos http://www.dilos.com/dilosimages/image/crete/knossos_04.jpg ,
<http://www.daedalus.gr/DAEI/THEME/knossos.htm> ,
<http://www.dilos.com/location/13370>

Readings for 9/3 PERRY- intro. Ch. 2 Origins of Sin p. 27

9/8 (Tuesday follows Monday schedule – no class) –

9/10 The Hellenic Age, Ancient Greece's Great Age - the Lyric and Classical Periods

TOPICS establishment of the early Greek city-states. Peloponnesian geography and impact on settlement and social structures. Narrow mountain valleys, terrace agriculture, physical structure of city-states - acropolis and agora. Social/political organization- the polis. Within territory of the city-state, all male landowners have a stake in protecting and expanding their valley so all involved in decision-making, (community democracy) and all are obliged to fight - serve as hoplite . The Lyric Age: writings of early Greece - individualism, epic tales, poetry, individualism. The Classical Age - emergence of rationalism and humanism

Reading for 9/10 PERRY- intro. Ch. 3, Iliad p.44.

9/15-17 Hellenic Greece – Classical age, Peloponnesian wars.

TOPICS Classical Greece and humanism, the philosophers. The weakness of Hellenic Greece - Persian attacks and Delian league, Athenian arrogance and democratic ideas versus imperialism of Peloponnesian wars. Rise of Macedonia, Phillip and Alexander, Alexander's eastern conquests, spread of Greek rule - Hellenistic age.

Readings for 9/15 PERRY- Hippocrates, p. 49, Thucydides on history p. 50, Sophocles, Human Talents p. 53, Socrates from The Apology p. 76, Aristotle politics pp. 87-88 - writers of the Classical Age

Readings for 9/17 PERRY-Thucydides Melian Dialogue pp. 71-72, Plutarch, p. 90-92

Short quiz - Classical Greece

9/22-24 Rome - Republic to Empire

TOPICS Brief early history - herders subject to Etruscan rule. By 500 BCE had mastered Etruscan skills and defeated them. 500-250 BCE Romans continued conquest and expansion within Italian peninsula - emphasis on role of army. Early social/political structure, Struggle of the Orders and Lex Hortensia. The rise of empire - failure of the republican system, rise of the army, General Marius, Julius Caesar, first and second triumvirates

Readings for 9/22 PERRY- intro ch. 4, Polybius p. 99, Apian of Alexandria p. 103

Readings for 9/24 PERRY- Plutarch the Gracchi p.120. (packet) Cicero (Oration against Verres)

9/29-10/1 Roman Empire of Augustus and the Principate

TOPICS Augustus' system - Principate. Strengths, Pax Romana and the golden age of 5 good emperors. The weaknesses of the Principate; division of empire under Diocletian and Constantine

Readings for 9/29 PERRY- intro ch. 5, Augustus p. 130, Tacitus p. 131, (packet) Powers of the Emperor, Dio Cassius, Perry- Aristides p. 149, Justinian p. 143, (comics Astorix the Gaul). Blackboard diagrams of Roman colonization and Augustus' military settlement. Readings for 10/01 PERRY- Correspondence of Pliny and Trajan p. 146, PACKET Herodian, Economic Dislocation, Empire for Sale. View video "Roman City" (there is a response sheet also)

Short quiz Roman Republic and Empire

*good web site for Roman images <http://www.roman-empire.net/diverse/pictures.html>

10/06 Division of Rome, the Byzantine Empire.

TOPICS emergence of Christianity, its spread during reigns of Diocletian and Constantine (who converted to Christianity in 312. Christianity subsequently became the official Roman religion in 391 under emperor Theodosius). Impact on religious organization as Christianity was transformed from an underground/illegal practice to official religion - 5 patriarchies, council system for resolving orthodoxy, council and creed of Nicea 325 CE. Philosophic dilemma of early Christianity to integrate Greek humanism and rationalism with faith.

Readings for 10/06 PERRY- into ch. 6 Tertullian p. 171, Clement p. 172.

10/8 Byzantine Empire and the Rise of Islam

TOPICS eastern Rome - the Byzantine Empire. Rise of Islam and continuity of Greco-Roman ideas.

Readings for 10/8 PERRY- Simocattes p. 198, excerpts from the Koran p. 199; PACKET Perfect Calif.

10/13 Review (complete discussion of Byzantine Empire and Islam) Written project due
10/15 Mid-Term exam

10/20-22 Western Rome and the origins of the Medieval World. Western Christianity, Germanic Peoples – warrior system of the tribal feud/oath, economic system of the manor

TOPICS Incorporation of the Germanic peoples of western Roman Empire [video Feudalism], particular conditions and activity of the Roman/Christian church, monasticism. Efforts to convert and Romanize Germans by imposing social/economic values of written law, settled, agricultural life style, to mitigate chronic war and violence of warrior ideals. Separation of eastern Greco-Roman (Byzantine) and western (Latin) churches. Special authorities of sole western Patriarch, creation of Holy Roman Empire and papal crowning of first western emperor, Charlemagne. Feudalism and creation of Germanic kingdoms within empire. Frankish king Clovis' conversion to Christianity 496 and carving of largest German kingdom. System of manorialism and enserfment of the colonii (former free Roman farmers). Intrusion of the Norsemen in 9th century and disintegration of western world into small isolated, self-sufficient communities

Readings for 10/20 PERRY- intro Ch. 7; PACKET Cahill, Tacitus [there are two selections from Tacitus, the first is an excerpt from the longer second selection], St. Boniface; Perry- Bede p. 209, excerpts of the Rule of St. Benedict p. 182, Cassiodorus & Charlemagne pp 213 & 217, Gregory II and investiture controversy p.234. Revisit the video "Roman City". Compare the Gauls in the video to the Germans of Cahill, Tacitus and Charlemagne.

*A good website for all things medieval <http://the-orb.net/>

Readings for 10/22 PERRY - The Tripartite society, Bishop Adalberp, p. 222; PACKET, de Born, Darnhall. On Blackboard review the diagrams of the establishment of the Germanic kingdoms in western Rome.

10/27-29 Revitalization of the Medieval World - Technological Developments, New Monarchies, Crusades

TOPICS population growth, growth of trade and cities as agricultural production increased but conflict with feudal power. Centralizing power and the new monarchies - William I of England a model. Universities and a new professional class - nobles of the robe- to serve new monarchies. The Crusades - the best and worst of the feudal world.

Readings for 10/27 PERRY- intro ch. 8, Robert the Monk and the First Crusade p. 237. View "Crusades" video on Blackboard

For 10/29 the new monarchies William I of England, information on web site
<http://the-orb.net/textbooks/westciv/william.html>.

For medieval technology web sites <http://scholar.chem.nyu.edu/telpages/Technology.html>
Short quiz (medieval world)

11/03-05 Plague, Papal Schism and Hundred Years War

TOPICS: the crises that undermined the institution of the Medieval world.

Readings for 11/03 PERRY de Venette p. 278; PACKET Plague in Siena, Villani, "God's hand was unstrung", Social Control, Communal Rebellion at Laon, Abuses in Avignon, Agincourt [battle map] and the impact of the new warfare of the Hundred Year's war on feudal warfare values.

11/10 Renaissance - Humanism, Erasmus and the Community of Scholars

TOPICS rediscovery of Greek rationalism and humanism, secular and Christian

Readings for 11/10 PERRY- intro ch. 9, Petrarch p. 298, Bruni p. 299; PACKET Mirandola & de Seigni, Machiavelli p. 309.

11/12 Reformation

TOPICS reformation: challenges to the church structure, Luther and new explanations for faith and salvation, religious wars, social anxiety and witchcraft.

Readings for 11/12 PERRY- intro chs. 10, 11, Erasmus p. 326, Luther p. 329, von Hutten p. 333, the witch craze p.378; PACKET Vices of the church, [review readings for abuses during Papal Schism listed for 11/04]

11/17-19, 24 Reformation and Monarchy - Absolutism in France, Constitutional Rule in England

TOPICS Reformation and the rise of Absolute Monarchy in France, Reformation and Constitutional Monarchy in England

Readings for 11/17 PACKET Reformation and the rise of Absolute Monarchy in France and Constitutional Monarchy in England

Readings for 11/19 PACKET Locke,

Readings for 11/24 PERRY Saint-Simon p.385, von der Pfalz p.387,

Short quiz Renaissance and Reformation

11/25 thanksgiving break enjoy your turkey!!

12/01-12/03 The Scientific Revolution, Exploration and the Enlightenment

TOPICS exploration of the New World, rise of slave trade, flow of gold to Europe and it(s) impact on economy and religious wars. Scientific revolution - bringing observation and rationalism to the tangible world, observing the heavens, and the (scientific method).

Readings for 12/01 PERRY- intro. Ch.12, Galileo Galilei, "Letter to the Grand Duchess" p. 407. PACKET Columbus.

Readings for 12/03 PERRY Kant p. 424, Museum project due
12/8-10- Review

12/17 final exam