Western Civilization to 1600
HI 131
3 credits

Dawson Community College
Fall 2003
TTh 8-9:30
Rm. 139

Instructor: Dr. Bryan E. Stone
Office: Rm. 113
Office Hours: MWF 8-10; TTh 9:30 - 11, 12:30-1:00
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Course Description
This course is a survey of the history of western civilization from prehistoric times to the Renaissance. We will look closely at several of the western world’s most prominent forebears including the ancient civilizations of Egypt and the Mideast; classical Greece; the Roman Republic and Empire; medieval England and France; and the European nations transformed by the Renaissance. We will also examine a number of crucial intellectual, political, artistic, and social developments including the establishment of agriculture; the appearance of cities; the invention and refinement of writing; the influence of wars and empires; the formation and growth of Judaism, Christianity and Islam; the role of the artist in society; and the evolution of key ideas about human life and possibility.

Audience
There are no course prerequisites for HI 131, although college-level reading and writing skills are required. I encourage anyone who would like extra assistance in those areas to visit the DCC Learning Center. HI 131 fulfills DCC’s Core III requirement and transfers to most American colleges, in most cases fulfilling basic requirements. This class is highly recommended for students pursuing an A.A. or A.S. degree in any of the liberal arts or social sciences, however any student with an interest in the field is more than welcome to attend.

Course Objectives
Upon successful completion of this course, you will
1. know how to distinguish between primary and secondary historical sources and how to integrate them into an historical narrative.
2. improve your ability to use, interpret, evaluate, discuss, and write about historical concepts and documentation.
3. be familiar with the basic philosophical, political, social, religious, and economic ideas and conditions that have shaped the western world.
4. understand the notion of “civilization” and be able to understand the many influences that contribute to a civilization.
5. improve your ability to think critically about the past and to recognize how the world of the present is a product of the experiences and choices of people who preceded us.
6. sharpen your reading, writing, critical thinking, and research skills.

**Texts**
The following texts are required for this course and are available in the DCC bookstore:


  **Note:** The bookstore will not buy this book back at the end of the semester.

- Jackson J. Spielvogel and Janice Archer, *Documents of Western Civilization*, vol. I

**Assignments**

**Reading**
Your primary responsibility from day to day will be keeping up with the reading assignments, which are listed on the accompanying schedule. You are required to have completed each day’s reading before coming to class, so you must plan ahead and budget your time. We will spend some class time almost every day in discussion of these readings, so it is essential that you complete them, give them some thought, and be prepared to talk about them. I will give weekly quizzes to make sure you’re keeping up with the readings.

**Class Participation**
I will supplement the readings with lectures to provide historical background and offer some new ways of thinking about the material. I will inevitably do most of the talking during lectures, but I invite you to stop me at any time to ask questions, contribute ideas, or challenge my statements. Attendance is essential, since I will present a great deal of material in lectures that is not available in the textbooks. *Please do not ask me for lecture notes or for summaries of class discussions: you are solely responsible for attending class or for making other arrangements to get the notes.* More than three absences will count against you in your final grade: attendance and your general level of participation will comprise your class participation score. If you are late for class, I will count you absent unless you notify me immediately after class of your presence.

In addition to regularly preparing the reading assignments and participating in class discussions, you will make one brief presentation to the class. See the Assignment Directions below for information about this requirement.

**Exams**
There will be three exams spaced throughout the semester. These will cover the textbook chapters and supplementary readings, though most exam questions will come from lectures and class discussions. The exam questions will be a combination of multiple choice and short answer, and I will usually provide an extra-credit essay question.
Make-up Policy: There will be no make-ups for the exams except in extreme conditions. In order to qualify for a make-up, you must contact me by phone, e-mail, or in person before the exam begins to let me know that you will miss it and why. Please note that YOU are responsible for contacting me: notes from coaches or other instructors do not count as sufficient notice. If you miss an exam without contacting me in advance, you will receive a ZERO, regardless of your reason for missing it.

Papers
You will also be required to write two 3-4 page papers: an artwork review and a reading review. See the Assignment Directions below for more instructions and due dates. There are also the following basic rules that apply to all written work: Papers are due without exception on the stated dates. You will lose a letter grade (10 points) for each day they are late. A “page” must be typed and numbered, double-spaced, with a 1-inch margin all the way around, and in 12-point font (this size). If you are unsure how to set your word processor to these specifications, please ask.

I’ll be more than happy to talk to you about your works-in-progress and to review drafts with you. You may rewrite papers for a better grade, but you must discuss your plans for improvement with me first; any late penalties applied to the original paper will still count against the rewrite. I will grade written assignments, including exams, on the basis of clarity, thoroughness, use of supporting evidence, accuracy, and originality. Using lots of detailed examples is the key to doing well written work.

Grading
I will determine your final grade as follows:

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Exams (3 averaged)</td>
<td>50%</td>
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<tr>
<td>Papers (2 averaged)</td>
<td>30%</td>
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<tr>
<td>Presentation</td>
<td>5%</td>
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<tr>
<td>Quizzes</td>
<td>5%</td>
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<tr>
<td>Class Participation</td>
<td>10%</td>
</tr>
</tbody>
</table>

Ranges: 100-90%=A 89-80%=B 79-70%=C 69-60%=D 59-0%=F

There will be no curve on final grades, but I will take each student’s overall class participation into account to resolve borderline grades.

Classroom Behavior
If you are to succeed in this class, as in the “real world” beyond DCC, certain mature and respectful behavior will be expected of you. My expectations in this class include (but are not limited to) the following:

1. **Arrive on time and remain seated until class is dismissed.** If you won’t be able to stay through an entire class period, please don’t come at all.
2. **Refrain from eating and chewing/spitting in class.** Drinks (non-alcoholic!) are fine with me, but food and tobacco are not.
3. **Complete reading assignments on time.** If you do not do the reading, you will almost certainly fail this class. Please bring your textbooks to class with you, as we may refer to them frequently.

4. **Pay attention.** Listen attentively, take notes, and keep private conversations to a minimum. If you don’t take notes, you’ll wish you had when exam time comes. And if you’re talking, it should be to me or to the class.

**Academic Honesty**

I encourage you to discuss the course material or project ideas with other students and to study in groups. On written assignments, exams and homework, however, your work must be entirely your own. Cheating or plagiarizing is grounds for automatic failure for any assignment or for the course as a whole. Any time you use another’s words or ideas, either verbatim or paraphrased, you **must** give them proper acknowledgment. If you are unsure how to document your sources, please feel free to ask me before turning in an assignment. You may also want to take a look at Columbia University’s web site on using and documenting quotations, including those from on-line sources ([http://www.columbia.edu/cu/cup/cgos/idx_basic.html](http://www.columbia.edu/cu/cup/cgos/idx_basic.html)).
Assignment Directions

I. Written Projects

These two assignments will be averaged to make 30% of your final grade. Note the due dates: late papers will not be accepted without penalty! See the syllabus for rules on formatting written assignments.

Artwork analysis (Due Oct. 19)
One of the best ways to learn about ancient civilizations is to study works of art that have survived into the present. Select one of the ancient cultures we’ve studied: Sumer, Egypt, Babylonia, Akkad, the Hebrews, Assyria, or Persia. Using Internet and library resources, search for examples of the art of that civilization. After looking at many examples, focus on a single work that strikes you as especially interesting, appealing, or informative. In a 2-4 page paper, describe the work and interpret it in the context of the civilization that produced it. What is the item? How was it made? Why was it made, and what was it for? Most importantly, describe what we can learn from this item about the civilization that produced it. What does it tell us about people’s lives, beliefs, or priorities? Try to be thoughtful and creative as you examine this work of art. You’re looking at a valuable piece of historical evidence: use your imagination and draw your own conclusions about what it tells you.

Reading analysis (Due Dec. 2)
I will place on reserve in the library a selection of literary readings from many of the cultures we are studying. Look through the choices and pick one to read. (Please leave the originals in the library, but you may xerox your selection if you wish.) Read it carefully and thoughtfully. As a primary document, the reading should tell you a great deal about the time, place and culture it comes from. In a 2-4 page essay, discuss the historical value of your selection. What kind of document is it (i.e., fiction, poetry, essay), when and where was it produced, and who is the author? Provide a brief (no more than 1 page) summary of the work’s plot or argument, its major characters, and its dominant themes. In the remainder of the paper, describe what we can learn about the author’s culture from the work. What social, personal or religious values does it reveal (i.e., respect for heroism; monotheism; duty to the state; concern about justice; admiration for science), and how does it reveal them? Does the author celebrate or criticize his native culture, and on what grounds? Does the author disclose any biases that might make us question his reliability – that is, is this a reliable resource for us to use to study the past? Finally, if space permits, provide a personal reaction to the work. Did you enjoy reading it, find it illuminating and meaningful – or not? Some of these documents are complicated – they’re among the greatest works of literature ever produced – and you must give them the time and attention they deserve. Please use dictionaries and/or encyclopedias as necessary, and feel free to discuss your reading with me at any time.

II. Class Report (due date is voluntary)

The French gastronome Anthelme Brillat-Savarin once said that “The destiny of nations depends on the manner wherein they take their food.” Assuming that he’s right, it is important for us to consider the history of food and eating alongside our study of western civilization. To accomplish this, I will frequently provide some topics having to do with food history at the end of class, and each of you will volunteer at some point during the semester to do a brief report on one of these subjects at the next class meeting. Do some research on the web and in the library, looking for information about the subject. In your report, tell us about the topic in your own words: please don’t just read to us directly from books or web sites! The most important thing you can do in this presentation is to explain the historical importance of your subject: what is it and why should we know about it? What did this ingredient, recipe, person or idea contribute to the development of western civilization, to a particular nation, or to the world in general that made a long-term difference? You will only have a couple of minutes to present your material, so limit yourself to the most important facts and provide as clear and concise an answer as possible. Be prepared, though, for the possibility that I or other students may have questions: you’ll probably need to know more about your subject than you’ll actually be able to present in class. There is no fixed due date for this assignment since you will choose when you want to volunteer. Remember, though, that there will be a limited number of chances, and I will not provide extra questions later in the semester to help those of you who put off this assignment!
Class and Reading Schedule
HI 131: Western Civilization to 1600
Fall 2003

Key: WC: Jackson J. Spielvogel, *Western Civilization*, vol. I (numbers refer to page numbers).
DWC: Spielvogel and Archer, *Documents of Western Civilization*, vol. I (numbers refer to units).

Th 8/28 Syllabus/Introductions

Near Eastern Origins
T 9/2 Mesopotamia, the Birth of Civilization
   Read: WC 1-16; DWC # 1
Th 9/4 Egypt, the Gift of the Nile
   Read: WC 16-29; DWC # 2
T 9/9 Ancient Israel
   Read: WC 32-40; DWC # 3
Th 9/11 Military Empires of the Mideast
   Read: WC 40-53; DWC # 4

Greece
T 9/16 Greece is the Word
   Read: WC 55-77
Th 9/18 The Polis: Sparta and Athens
   Read: WC 78-89; DWC # 5-6
T 9/23 Athenian Art and Philosophy
   Read: DWC # 7-8
Th 9/25 Alexander and the Hellenistic World
   Read: WC 91-112; DWC # 9-10

T 9/30 Exam 1

Rome
Th 10/2 The Roman Republic
   Read: WC 114-145; DWC # 11-13 (“Demise of the Roman Republic”)
T 10/7 Pax Romana
   Read: WC 147-176; DWC # 13 (“Creation of an Empire”), 15
Th 10/9 Roman Art and Literature
   Due: Artwork Review

The Making of Europe
T 10/14 Christianity and the Church
   Read: WC 178-185; DWC # 14
Th 10/16 The Making of Europe
   Read: WC 185-203; DWC # 16
T 10/21  Charlemagne’s Empire
  Read: WC 209-222; DWC # 18

Th 10/23  Islam and the Crusades
  Read: WC 203-207, 232-235, 257-264; DWC # 17, 24

T 10/28  Exam 2

The Middle Ages
Th 10/30  Feudalism: the Manor and the Town
  Read: WC 222-231, 266-273; DWC # 19, 22

T 11/4  Religion and Family
  Read: WC 237-256; DWC # 20-21

Th 11/6  States and Monarchies
  Read: WC 282-294

T 11/11  No Class – Preregistration Day

Th 11/13  Medieval Art and Architecture
  Read: WC 273-282, 317-324

T 11/18  Decline of the Social Order
  Read: WC 296-317; DWC # 26-28

The Renaissance
Th 11/20  Humanism in the Arts
  Read: WC 326-334, 338-352; DWC # 29-30

T 11/2  Princes of Politics
  Read: WC 334-338, 353-360

Th 11/27  No Class – Thanksgiving

T 12/2  Reformations and Responses
  Read: WC 362-390; DWC # 31, 33
  Due: Reading Review

Th 12/4  New Worlds
  Read: WC 392-401; DWC # 34

T 12/9  World Empire / Conclusions
  Read: WC 401-424; Handout on Michel de Montaigne

Th 12/11  Exam 3