

MASTER SYLLABUS
COURSE:
HISTORY 101: Western Civilization I
CLUSTER REQUIREMENT: 4A

COURSE DESCRIPTION:

This course examines the historical development of Western Civilization from its birth to the high Middle Ages. While political, economic and technological continuities and changes will form the framework of our survey, intellectual, social and cultural trends will help give it life. We will also explore the historian's craft, placing significant emphasis on primary source documents (including philosophy, poetry, literature and art), as well as secondary-source scholarship and interpretation. In addition to sharpening your skills in assessing historical evidence, the course will familiarize you with the various techniques in researching and writing history papers. Moreover, the goal of the course is not only to understand broad historical processes in Western Civilization, but also to develop an appreciation for the study of history and the humanities and to recognize their importance in your own life. Students may be evaluated by a written response paper, an interpretive/research essay, study guides and timed examinations.

LEARNING OUTCOMES:

Course-Specific Learning Outcomes:

By the end of the course the student will be able to:

- Understand broad historical continuities and changes (economic, political, technological, social, intellectual, cultural trends) in the development of Western civilization
- Critically evaluate and locate both hard-copy and on-line primary and secondary source resources and databases
- Basic understanding of the steps required to formulate, write and cite evidence in a history research paper
- Emphasis will be placed on clear and concise prose and reasoned argumentation supported with factual evidence

University Studies Learning Outcomes:

After completing this course, students will be able to:

1. Explain different perspectives on: a) what it means to be human and how the significance of human existence has been understood; b) the nature of human relationships and how these relationships are evidenced in regard to the broader world; or c) how knowledge is obtained, maintained and changed, as well as how individuals come to understand and think about the world around them.

2. Recognize ethical issues in complex contexts and evaluate the ethical positions taken by themselves and others.
3. Locate, analyze, summarize, paraphrase and synthesize material from a variety of sources.
4. Evaluate arguments made in support of different perspectives on human questions and contexts.

EXAMPLES OF TEXTS AND/OR ASSIGNED READINGS:

Secondary Sources:

Kishlansky, Civilization in the West, Vol. I.

Judith Coffin, Robert Stacey, Joshua Cole and Carol Symes. *Western Civilizations: Their History & Their Culture*. 17th edition, Volume I. New York, London: W.W. Norton & Company, 2011.

Katharine Lualdi, "Introduction: Working with Historical Sources," *Sources of the Making of the West: Peoples and Cultures*, 3rd Edition, Volume I: to 1740, Bedford / St. Martin's, 2010.

Alan Munslow, "What History Is"

Primary Sources:

Kishlansky, "Sources of the West". Vol. I

The Code of Hammurabi

Exodus [Revised Standard Version]

'Demaratus Explains Greek "Freedom" to Xerxes, c. 430. BCE,' from Herodotus, *The History*

Pericles' "Funeral Oration"

Polybius, "Rome at the End of the Punic Wars," *The Histories*, Book 6

The Holy Rule of St. Benedict

Einhard, *The Life of Charlemagne*

Urban II, Speech at Council of Clermont, 1095

Fulk (or Fulcher) of Chartres, The Capture of Jerusalem, 1099

Usamah Ibn Munqidh, Observations on the Franks, 1175

Magna Carta, 1215

Boccaccio, *The Decameron*

Surâh from the Koran

Epic of Gilgamesh

Creation Epic

Emperor Galerius' Edict of Toleration, 311

Edicts from the Theodosian Code, beginning 312

Decretal of Pope Siricius, 385

Edict of Emperor Valentinian, 455

Pope Gelasius I's Letter to the Emperor, 494

The Coronation of Pepin the Short, 750

Charlemagne Made Roman Emperor, 799-801

The Oaths of Strasbourg and the Treaty of Verdun, 842-3
Gregory VII's Dictatus Papae, 1075
Henry IV's Violent Reply, 1076
Henry VII Deposes Henry IV, 1076
Gregory's Account of Henry's Submission at Canossa, 1077
Concordat of Worms, 1122
The Golden Bull of Charles IV, 1356
The Unam Sanctam of Pope Boniface VIII, 1302
Marsiglio of Padua, Defensor Pacis
The Capitularies of Charlemagne

EXAMPLE ASSIGNMENTS: *The following examples are only samples. Additional clustered sample questions/assignments have been attached to this syllabus.*

Cluster 4A.1: Pericles' "Funeral Oration": Eulogizing Athens' fallen warriors at the start of the Peloponnesian War, Pericles praises the Athenian state, its political system and its way of life. This eulogy encapsulates one view of how Athenians viewed themselves and the purpose(s) of human existence (Cluster 4A.1a) Moreover, he accomplishes this by comparing Athens to the broader world – in the case of Athens this wider world was the surrounding Greek cities and their own unique way of life. (Cluster 4A.1b & c)

Assignment – Study Guide: Students are asked to read Pericles' "Funeral Oration" and to respond in writing to a study guide that asks seven specific and targeted questions about the document in relation to how Athenians viewed themselves and neighbouring cities/societies. This study guide will also help prepare students for an in-class discussion on the subject of Pericles' "Funeral Oration".

Cluster 4A.2: Hammurabi's Code: Rationale – the harsh punishments meted out for what appears as relatively trivial incidents (ex. 195. If a son strike his father, his hands shall be hewn off), as well as basing punishments upon class and gender lines, causes most students to dismiss the code as the work of a vindictive and barbarous ruler. The goal is to allow students to contextualize the code and its ethical quandaries within the historical period and social and intellectual norms within which it was conceived.

Assignment - Response Paper: Read Hammurabi's Code (primary document) and the course text (historical context) and respond to the question in a short 500-word written response, with relevant textual references to the texts: *What does the Code of Hammurabi suggest about the values of Babylonian society? (you may want to touch on some or all of these issues (social hierarchy, crime & punishment, status of women)). What does the Code of Hammurabi suggest about the relationship between human law and divine legitimacy? Can we understand perhaps why the Code was deemed necessary by its originators and why it took the form that it did?*

Cluster 4A.3: Assignment - Interpretive/Research Essay: This assignment will ask students to develop a research question out of one of several suggested or original topic areas in the early history of Western civilization. Students are also responsible for identifying and locating both primary and secondary research material, either in hard-copy format or in peer-reviewed legitimate electronic databases, and to provide a bibliography of their findings. Students are required to analyze, summarize/paraphrase and synthesize these resources in a minimum 5-page interpretive/research paper in which they offer a reasoned and supported answer(s) to their research question.

Cluster 4A.4: Assignment – Exam Question: Comparing Perspectives on the Crusades: This assignment asks students to compare a Christian (Fulk of Chartres, The Capture of Jerusalem, 1099) and a Muslim (Usamah Ibn Munqidh, Observations on the Franks, 1175) perspective on the Crusades. In-class discussion will focus on critically analyzing historical perspectives, possibly by dividing the class into two, with each half role-playing a Christian and a Muslim viewpoint of the origins and course of the Crusades. The variations in perspectives will appear as a possible short essay question on the final exam.

Sample exam question: *Throughout the course we have learned that the interpretation of an historic event depends on who is formulating the interpretation. This is certainly the case with the Crusades in the Levant from the late 11th century to the 13th century. Highlighting variations in perspective, who was the aggressor during the Crusades and who was the liberator? Were Christians and Muslims always sworn enemies? Were Christians always united, were Muslims always united?*

RUBRICS:

Cluster 4A.1: *An excellent study guide must satisfy these elements:*

1. Locate within the text and reveal comprehension of ALL the basic concepts, themes and ideas which the targeted questions are eliciting.
2. Clearly convey these basic concepts, themes and ideas in precise and grammatically sound writing.
3. Free of factual errors.

Cluster 4A.2: *An excellent response paper must satisfy these elements:*

1. Reveal a sound understanding of the key concepts, themes and ideas which the response paper question is designed to elicit.

2. The analysis is clear and reasonably conforms to the evidence available and provided in the primary document(s) and the secondary text(s). The sources are thoroughly examined, with direct references to the document(s) / text(s).
3. The paper is properly cited according to Turabian/Chicago or MLA in-text citation guidelines and contains a bibliography or a works cited list.
4. The paper is well organized with a logical structure, including a brief introduction and an analysis-driven narrative separated into topical paragraphs. It is free of factual errors.
5. The paper conforms to grammatical standards.
6. The paper is the required length and in the acceptable academic format.

Cluster 4A.3: *An excellent interpretive/research paper must satisfy these elements:*

1. The author/s point/s of view, interpretation/s, argument/ is/are clearly stated.
2. The subject of the essay is clearly described.
3. The analysis is clear and reasonably conforms to the evidence available and provided. The sources are thoroughly examined.
4. The paper is well organized with a logical structure having an introduction, a well formed narrative, with topical paragraphs, surveying the essential material reviewed. It is free of factual errors.
5. The paper is properly cited according to Turabian/Chicago guidelines and contains a bibliography.
6. The paper conforms to grammatical standards.
7. The paper is the required length and in the acceptable academic format.

Cluster 4A.4: *An excellent examination short essay answer must satisfy these elements:*

1. Thorough comprehension of ALL the basic concepts, themes and ideas which the targeted question is eliciting, clearly conveyed in an analytically-driven response.
2. The ability to support the argument with some references to specific historical evidence (dates, personalities, events, trends, etc.) from specific primary-source documents and/or secondary texts covered in the course.
3. The response is free of factual errors.
4. The paper is reasonably well organized and structured and of reasonable grammatical standards.

SAMPLE COURSE OUTLINE: *The schedule for the clustered assignments may vary depending on the specific question posed for each assignment, with the exception of Assignment 4A.3 which will usually be due towards the end of the course.*

WEEKS 1-3:

The Birth of Civilization: Early humans and their culture; the Paleolithic Age, the Neolithic Age, the Bronze Age and the birth of civilization; Mesopotamian civilization; Egyptian civilization; Societies of the Levant

- **Assignment:** Response Paper on Hammurabi's Code (**Cluster 4A.2**)

WEEKS 4-8:

Greek Civilization and Rome from Republic to Empire: The Minoans; the Mycenaeans; The Greek 'Dark Ages', 'Enlightenment' and the Classical Era; Athens vs. Sparta and the Peloponnesian War; Magna Graecia, the Etruscans and the Founding of Rome; The Roman Republic; Roman Empire; The Fall or the Transformation of Rome

- **Assignment:** Read, Discuss and Complete Study Guide to Pericles' Funeral Oration (**Cluster 4A.1**)

WEEKS 9-14:

The Heirs of Rome to the Late Middle Ages: The Rise and Transformation of Christianity; Byzantine Empire; Islamic World; The Kingdom of the Franks; Feudalism; The Crusades; The Rebirth of Urban Life; Rise of Medieval Monarchies; The Hundred Years War; the Black Death; The Dissolution of the Medieval Outlook

- **Assignment:** Interpretative/Research Paper Due (**Cluster 4A.3**)
- **Assignment:** Read and discuss Fulk of Chartres and Usamah Ibn Munqidh's documentary evidence of the Crusades. A possible essay question on the final examination (**Cluster 4A.4**)