

**HISTORY 101
EUROPEAN CIVILIZATION FROM ANCIENT TIMES
TO THE MID-17TH CENTURY**

BULLETIN INFORMATION

HIST 101: European Civilization from Ancient Times to the Mid-17th Century (3 credit hours)

Course Description:

The rise and development of European civilization from its Mediterranean origins through the Renaissance and Reformation.

SAMPLE COURSE OVERVIEW

TBA

ITEMIZED LEARNING OUTCOMES

Upon successful completion of History 101, students will be able to:

1. Use principles of historical thinking to understand human societies.
2. Define and summarize major events, developments, and themes of the history of European Civilization from Ancient Times to the Mid-17th Century.
3. Evaluate significant themes, issues, or eras in the history of European Civilization from Ancient Times to the Mid-17th Century.
4. Demonstrate basic skills in the comprehension and analysis of selected sources and their relevance in the context of historical knowledge.
5. Develop interpretive historical arguments drawing on primary and/or secondary sources.
6. Recognize the differences between original historical source material (primary sources) and later scholarly interpretations of those sources (secondary sources).

SAMPLE REQUIRED TEXTS/SUGGESTED READINGS/MATERIALS

1. Noble, Thomas F. X., Strauss, Barry, Osheim, Duane, Neuschel, Kristen and Accampo, Elinor, *Western Civilization: Beyond Boundaries, Volume 1, to 1715*, 6thEd., Wadsworth, 2010 (available in the Barnes and Noble Bookstore on Campus, as well as many other bookstores and online sellers).
 - a. This textbook is essential to the course, because it provides a basic storyline of Western History. Lectures DO NOT repeat the contents of the textbook; they talk about how the storyline has changed and how it could be revised.
2. Required Coursepack: A photocopied collection of primary sources, background information about the sources, and discussion questions. This coursepack is essential to the course. Without it you would be unable to prepare for discussion, study for exams, or complete any of the written assignments.

SAMPLE ASSIGNMENTS AND/OR EXAMS

This course will assess student achievement through the evaluation of class participation (including attendance, performance in directed class discussion, and/or brief writing assignments), quizzes, exams, and research papers based on historical sources. The exams will include short answer section[s] and/or essay section[s] and will cover key terms, concepts, and interpretive themes and require students to analyze historical context and apply historical methods to interpret the past. Class discussions will encourage students to use diverse methods and skills to explore primary and secondary historical sources and apply historical methods and frameworks to interpret the past.

1. Quizzes and Preparatory work

2. In order to make the most out of discussion, you are asked to prepare for discussion section meetings in part through **writing assignments**. These assignments are short; they are based in some fashion on the discussion questions

3. Exam one, Exam Two, Final Exam

- a. Each exam will test your knowledge of developments and concepts of Western history, major primary sources, and the ways scholars have tried to explain what happened. The exams will feature term identification questions (asking you to define a term and explain its importance), cause-and-effect questions (asking you to explain how, according to scholars, certain historical developments led to others), and map questions (asking you to identify a geographical feature found on a map and to explain its significance).

4. Paper assignments: Short essays, each interpreting a primary source in context.

- a. Twice during the term, you are asked to turn in a formal written assignment, a short essay of 3-4 pages (typed, double-spaced, 12 point type, 1-1/2 inch margins), in which you analyze a primary source in historical context. To complete each essay assignment:
 - 1) Choose one of the ancient or medieval documents assigned for the course. (one from the first half of the course, and one from the second half.)
 - 2) Reread the source; think not just about what the source directly says, but also about context in which the author wrote, and the purpose for which the source was written.
 - 3) Reread the original discussion question(s) related to this source. To answer this question (or these questions), come up with an argument, a clear claim of your own about how the source fits in historical context, and what the source really proves about the past.
 - 4) Back up your claim with quotations from the primary source (cited properly by source and page number.)
 - 5) Interpret each of the quotations that you use, to explain how it supports your claim (no quotation speaks for itself.)
 - 6) Say something about the larger implications of your claim – explain how your argument affects the way we should retell some part of Western history.

Please use only sources that can be found within the coursepack (off-topic papers will not be accepted.) Please turn them in via the SafeAssign link on the Blackboard site for your section of the class.

SAMPLE COURSE OUTLINE WITH TIMELINE OF TOPICS, READINGS/ASSIGNMENTS, EXAMS/PROJECTS

Week 1:

Class 1 Introduction to Western Civilizations

Key Question: Which ancient societies should be considered the “roots of Western Civilization”?

Key Concepts: Historical narrative and group identity, Cultural essentialism, Racial essentialism

Class 2

Lecture: Iron Age Middle East

Read: Textbook, skim ch. 1.

Key question: What was the larger historical context for the development of Israelite society and the Hebrew Bible?

Key Concepts: Larger historical trends of crisis and recovery, Origin of Hebrews/Israelites, Ancient mass conquests and empires

Discussion (Week 1): Introductions/What is W. Civ?

Main Discussion Question: How should we define “Western Civilization,” in the present and historically?

Week 2:

Class 3

Lecture: Ancient Israel and Monotheism

Read: Textbook, pp. 29-47

Key question: How did the ancient Jews become monotheists?

Key Concepts: Monotheism, Scriptural religion, Historians’ interpretations of Biblical stories

Class 4

Lecture: Archaic Greece: Rise of the Polis

Read: Textbook, pp. 49-65

How did Greek society develop the polis form of community?

Key Concepts: Dark-age myth and oral traditions, Greek colonization, the Polis

Discussion 1 (Week 2): Hebrew Bible as Historical Source

Read: Coursepack sec. 1

Selections from the *Hebrew Bible*, Deuteronomy

Selections from the *Hebrew Bible*, II Kings and Ezra/Nehemiah

Main Discussion Question: What can the Hebrew Bible, when treated as an historical source, tell us about the development of Jewish monotheism?

Week 3:

Class 5

Lecture: Classical Greek Society Read: Textbook, pp. 66-81
Key Question: What did it mean to be a member of a classical Greek *polis*, for different sorts of people?
Key Concepts: Greek gender and class ideology, Greek patriotism and individualism, Greek rationalism

Discussion 2 (Week 3): Greek Polis: History and Comedy

Read: Coursepack sec. 2
Selections from Thucydides, *History*, (Speeches of Pericles the Athenian)
Selections from Aristophanes' Comedies
Main Discussion Question: What can historical narratives and comedies tell us about the ideals of behavior, and real experiences, of people in the classical Greek polis of Athens?

Week 4:

Class 6

Lecture: Hellenistic Rule and Its Impact
Read: Textbook, pp. 83-107
Key Question: What was the impact of Hellenistic Rule on conquered communities?
Key Concepts: Alexander's myth and historical interpretation, Hellenistic imperialism, Accommodation and resistance

Class 7

Lecture: Roman Society and Its Conquests
Read: Textbook, pp. 109-29
Key Question: What was the impact of Conquest and Rule by the Roman Republic on conquered communities?
Key Concepts: Roman republican society, Roman expansionism, social and cultural impact of conquest

Discussion 3 (Week 4): Hellenistic and Roman Conquests \

Read: Coursepack sec. 3
Selection from the *Biblical Apocrypha*, I Maccabees
Selection from Polybius, *History* (On the Romans and Roman conquest)
Main Discussion Question: What can we learn about the impact of Hellenistic rule, and Roman conquest, even from obviously biased historical accounts?

Week 5:

Class 8

Lecture: Roman Government: from Republic to Empire
Read: Textbook, pp. 129-47
Key Question: How did the Roman republic transform into an imperial monarchy?

Class 9

Lecture: Roman Imperial Society and Culture /Exam Review
Read: Textbook, pp. 142-43, 148-54
Key Question: What did it mean to be a subject of the Roman state and part of Roman imperial society?

Discussion 4 (Week 5): Roman Government/Exam Review

Read: Coursepack sec. 4

Augustus, *Acts* (aka. *Res gestae*)

Selections from official *Letters* of Governor Pliny and Emp. Trajan

Main Discussion Question: What can we learn from official propaganda, and internal government documents, about the workings and impact of Roman imperial government?

Week 6:

Class 10

Exam one

Class 11

Lecture: Christianity and Rabbinic Judaism in the Early Roman Empire

Read: Textbook, pp. 156-64

Key Question: How did Rabbinic Judaism and Christianity arise amid the wider world of Imperial Roman religion?

Key Concepts: Henotheism, Mystery cults, Jewish messianism, the Jewish rabbis/sages, The historical Jesus, Formation of a Christian church

Discussion 5 (Week 6): Roman-era culture and religion

Read: Coursepack sec. 5

Selections from Apuleius, *The Golden Ass* (on the worship of Isis)

Selections from the *Mishnah*, "Sayings of the Fathers"

Selections from the *New Testament*, Acts of the Apostles

Main Discussion Question: What can religious teachings from Jewish, Christian, and other communities tell us about religious changes in the Roman empire?

Week 7:

Class 12

Lecture: The Christian Roman Empire

Read: Textbook, pp. 166-179

Key Questions: How did the Roman world become Christian and what was its impact?

Key Concepts: Reform and persecution, Christianization of empire, Christian holiness culture

Class 13

Lecture: "Barbarian Invasions" and Eastern Late Roman Society

Read: Textbook, pp. 179-196

Key Question: What events and processes really marked the fall of Roman power?

Key Concepts: Fall of Rome in popular stories and reality, "Barbarian invasions" and kingdoms, Eastern Roman stability and decline

Discussion 6 (Week 7) Christian Empire/Barbarians

Read: Coursepack sec. 6

Select Imperial Roman laws from the Fourth Century

Selections from Benedict of Nursia, *Rule* (for Monks)

Selections from Jordanes, *History of the Goths*
Selections from Procopius, *Secret History* (On Emp. Justinian)
Main Discussion Questions: How did the Roman emperor's embrace of Christianity affect Roman law and culture? What really led to the decline of Roman power, and what did that decline mean?

Week 8:

Class 14

FIRST SHORT ESSAY INTERPRETING PRIMARY SOURCE DUE

Lecture: The Rise of Islam, Islamic Society Read: Textbook, pp. 198-206

Key Question: What led to the Rise of the Islamic Caliphate, Islamic religion, and Islamic Society

Key Concepts: Ancient Arab society, the Historical Muhammad, Formation of the Islamic caliphate

Class 15

Lecture: Early Medieval Islamic and Christian Societies

Read: Textbook, pp. 206-224

Key Question: How did daily life and culture compare for various sorts of people in Early Medieval Christian and Islamic Societies?

Key Concepts: The Ulama and Islamic Law, Byzantine society, Carolingian Frankish society, Gender and class in medieval Christendom and Islam

Discussion 7 (Week 8) Medieval "Dark Ages" in Context Coursepack sec. 7

Al-Shafi'i, "Pact to be accorded to non-Muslim subjects"

Selections from Ibn Sina, *Autobiography*

Selections from Dhuoda, *Handbook for Her Son William*

Selection from Michael Psellos, Life of Emp. Constantine IX

Main Discussion Questions: How did the rise of Islam and the Islamic caliphate affect the caliph's subjects? How did early medieval Islamic elite life and culture compare to Eastern and Western Christian elite life and culture?

Week 9:

Class 16

Lecture: Reorganization and Growth of Medieval Christendom

Read: Textbook, pp. 227-252

Key Question: How did Medieval Western Christendom reorganize its politics and change into an expansionist society in the 11-13th c.?

Key Concepts: Serfs and lords, Medieval monarchies, Church-state conflicts, Expansionism and crusade

Class 17

Lecture: 12-13th c Medieval Christian and Islamic Politics

Read: Textbook, pp. 253-266

Key Question: How did Western Christendom, with its social and economic transformation, compare to Eastern Christendom and Islam, socially and economically, in the 11-13th c.?

Key Concepts: Islamic counter-crusade, Conflict between Catholic and Orthodox Christendom, Trade growth and urbanization in comparative context

Week 10:

Class 18

Lecture: 12-13th c Christian and Islamic Textbook, pp. 266-287
Cultures in Context

Key Question: How was Western Christian culture transformed in the 11-13th c., and how did it fit in the context of Eastern Christian and Islamic cultures?

Key concepts: Universities and other centers of learning, Mysticism, Apostolic wanderers (Friars), Holiness and heresy in comparative context

Class 19

Lecture •Late Medieval “Disasters”: Review textbook, pp. 252-53
The Mongol Conquests/Exam Review

Key Question: How did Christian and Islamic societies react to the Mongol invasions and Mongol rule across Eurasia?

Key Concepts: Nomadic Mongol Life, Impact of Mongol Conquest and Rule, Religious responses to disaster

Discussion 8 (Week 10) Medieval Christendom and Islam

Coursepack sec. 8

Selections from Fulcher, *Chronicle of the First Crusade*

Selections from Baha ad-Din, *Life of Saladin*

Selections from Peter Abelard, *Story of His Misfortunes*

Main Discussion Questions: How did changes such as the start of the crusades and the rise of new centers of higher learning, affect Western Christian society?

How did Western Christian culture then compare to Eastern Christian and Islamic traditions (especially of learning and religious warfare)?

Week 11:

Class 20

Exam two

Class 21

Lecture: Late Medieval “Disasters”: Textbook, pp. 288-304

Disorder and the Black Death

Key Question: How did Christian and Islamic Societies react to famine, violent political disorder, and the spread of the Black Death in the 14th century?

Key Concepts: Overpopulation and its impact, Epidemic disease and its impact, Religious responses to disaster

Discussion 9 (Week 11) •Late Medieval Disasters, Reactions, Read: Coursepack sec. 9

From Ibn Kathir and *Novgorod Chronicle* (On the Mongols)

Selection from Marco Polo, *Travels* (on Mongol rule in China)

Selection from Giovanni Boccaccio, *Decameron* (on the Black Death)

Main Discussion Question: How did Islamic, Eastern Christian, and Western Christian societies respond to various late medieval disasters?

Week 12:

Class 22

Lecture: After Disaster: Early Modern Politics and Society

Read: Textbook, pp. 304-19

Key Question: What conditions and influences led to the cultural movement of the renaissance in Italy?

Key concepts: Civic society in Italy, Christian reactions to Ottoman conquest, Christian humanism and the renaissance, Labelling periods “classical” and “medieval”

Class 23

Lecture: W. Chr. Renaissance and its Impact Read: Textbook, pp., 321-50

Key Question: What was the larger cultural impact of the renaissance in Western Christendom, and how significant was this trend when viewed in the context of Eastern Christian and Islamic cultures?

Key concepts: Renaissance classicism in art, Renaissance moral philosophy and political theory, Islamic humanism and political theory, National identity

Discussion 10 (Week 12) W. Chr. Renaissance in Context,

Read: Coursepack sec. 10

Selections from Leon Battista Alberti, *Books on the Family*

Selections from Niccolò Machiavelli, *The Prince*

Selections from Ibn Khaldun, *Introduction to History*

Main Discussion Question: How significant was the cultural movement of the renaissance in Western Christendom, when viewed in comparative context?

Week 13:

Class 24

Lecture: Trade, Exploration and Conquest: No textbook pages for today

Impact of Islamic Expansionism

Key question: How did Islamic expansionism affect Africa and Eurasia, and how did help to inspire Western Christian expansionism?

Key Concepts: Islamic expansion via conversion, Islamic expansionist conquest, Islamic slave trade and other impacts of expansionism, Christian reactions to Islamic expansionism

Class 25

Lecture: Trade, Exploration and Conquest: Textbook, pp. 353-79

Impact of Christian Expansionism

Key question: How did early modern Western Christian expansionist exploration and conquest affect global societies, economies and politics?

Key concepts: Western Christian exploration and colonialism, the Columbian ecological exchange, Early modern forced labor and slavery, Colonial capitalism

Discussion 11 (Week 13) Expansionism, Christian and Islamic Coursepack sec. 11

Selections from Ibn Battuta, *Travels* (Muslim rule in India and beyond)

Select Writings from Christopher Columbus and his Sponsors

Selections from Bartolomé de Las Casas, *Devastation of the Indies*

Main Discussion Question: How large a transformation was the process of Western Christian expansionism, when placed in the context of Islamic, and earlier Western Christian, expansionism?

Week 14:

Class 26

SECOND SHORT ESSAY INTERPETING PRIMARY SOURCE DUE

Lecture: Protestant Reformation in Context

Read: Textbook, pp. 381-406

Key Question: How did Western Christendom become divided into Catholic and (various) Protestant churches?

Key Concepts: Reformation and Counter-reformation, Lutheran, Calvinist, Anglican

Week 15:

Class 27

Lecture: Early Modern Wars of Religion

Read: Textbook, pp. 409-40

Key Question: What was the political and social impact of the religious conflicts of the reformation in Western Christendom?

Key concepts: Sectarian war in Western Christendom, Westphalian “Balance of power” politics, Famines and witch-hunts as effects of sectarian war

Class 28

Lecture: Religious War, Expansionism and The Modern World/ Exam Review

No textbook pages for today

Key Question: How did Early modern colonial expansionism and the religious conflicts of the reformation help to shape the modern world?

Key concepts: Royal sovereignty, “Freedom of conscience,” Natural philosophy and science, The “Making of the Modern West”

Discussion 12 (Week 15) Reformation and Religious Wars

Read: Coursepack sec. 12

Selections from Martin Luther, *Address to the German Nation*

The Twelve Articles of the Swabian Peasants Revolt, and Luther’s reaction

Selections from Cardinal Armand Richelieu, *Political Testament* (Advice to the French King)

Main Discussion Questions: How did differences over religious teachings lead to long sectarian wars within Western Christendom? In what ways did expansionism and the wars of religion help to shape the modern West?

FINAL EXAM according to University exam schedule