Western Civilization I (HIST 1050)

Instructor: Andrew Drenas, D.Phil.
Classroom: Dugan 102
Class Meetings: MoWe, 3:30-4:45 p.m.
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Office Hours: MoWe, 2:00-3:15 p.m., TuTh, 9:30-10:45 a.m., and by appointment, in Dugan 106N

Rand McNally’s Historical Atlas of the World (required)

Course Description:

“Western Civilization I” is a broad study of the civilization of the Western world from antiquity to the early modern period. The course considers the major attributes, personages, and events associated with ancient Greece and Rome; the Middle Ages; and the Renaissance, the Reformation, and early modern Europe. At the forefront of the material covered in this class are the major political, religious, and philosophical concepts of Western civilization that have molded and still impact our own culture today.

Grading:

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
<th>Points</th>
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<tr>
<td>Quizzes/Assignment</td>
<td>25%</td>
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<tr>
<td>First Exam</td>
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<td>Second Exam</td>
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<td>Final Exam</td>
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Quizzes/Assignment: This part of your grade includes two map quizzes to be given at the beginning and roughly midway through the course. Each is worth 25 points. There is one mandatory writing assignment for this class. Each student must choose a primary source document of interest to him or her and analyze it based on criteria provided by the instructor. The writing assignment is worth 50 points.

Exams: There will be three multiple-choice, non-cumulative exams for this course. Each is worth 100 points.

Late Assignments: Any assignment, quiz, and exam turned in or taken late will result in a 10-point deduction for each day it is tardy. It is your responsibility to follow along with the syllabus.
Essential Learning Outcomes (ELOs)

This course satisfies students’ “Diversity and Cultural Awareness” (DCA) ELO requirement. Students will come away from this course able to explain the diverse cultures, religious beliefs, political systems, and philosophical worldviews that shaped the West from antiquity through the early modern period. Students will be able to read, interpret, and analyze primary source documents. Through class discussion and written work, students will gain experience communicating effectively both orally and in writing. Student progress will be assessed based on three examinations, their written work in the primary source analysis assignment, two map quizzes, and contribution to classroom discussions.

Grade values:

A = 94-100  
A- = 90-93  
B+ = 87-89  
B = 84-86  
B- = 80-83  
C+ = 77-79  
C = 74-76  
C- = 70-73  
D+ = 67-69  
D = 60-66  
F

Miscellaneous:

The “A Policy”: All students who earn A grades (90-100%) on their exams, quizzes, and paper will be exempted from having to take the final exam, leaving the course with either an A or A-. Exceptions can be made for students who have earned a B+ grade on an exam, quiz, or paper provided that they are constantly present and constantly engaged in class discussion. Be encouraged: students reach the “A Policy” goal each semester! The instructor wants to reward academic excellence.

Extra Credit: Extra credit options are available to students. Please be aware that the instructor will not permit those who do not attend class or who put little to no effort into their work to do extra credit. Students can earn a potential +20 in extra credit, and can do so through writing an extra primary source analysis (or two) and/or sharing an oral presentation in class. You cannot choose a document written by the same author who wrote your first source, nor a document from the same place and time in history. Oral presentations must expand on topics discussed in class or introduce subjects not brought up in the classroom, but relate to course material. You need to receive the instructor’s approval before submitting and/or doing all extra credit work.

Academic Dishonesty: Academic dishonesty will not be tolerated in this class. All work submitted by students must be their own, not anyone else’s. If the instructor has any reason to believe that a student has plagiarized information from the Internet or a book, then that student will receive a 0 on the assignment. For more information on what constitutes academic dishonesty and plagiarism, please see https://www.uml.edu/Catalog/Undergraduate/Policies/Academic-Integrity.aspx

Disabilities and Religious Observances: Students with a documented disability should let the instructor know right away so that any necessary arrangements for the classroom can be made. Also, students who may have a conflict between any religious observances and class assignments should let the instructor know well in advance so that alternate arrangements may be made.

Cell phones: They must be silenced and tucked away before class begins, as they may be a source of distraction to students and the instructor.
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Tentative Class Schedule and Assignments

Week of January 16
Mon. Martin Luther King Jr. Day (no class)
Wed. Introduction to course

Week of January 23
Prep. Noble, pp. 13-47
Mon. Mesopotamia, Egypt
Wed. Israel, Persia

Week of January 30
Prep. Noble, pp. 48-109; MAP QUIZ # 1
Mon. Archaic and Classical Greece
Wed. MAP QUIZ # 1; Ancient Greek Culture, the Hellenistic Period

Week of February 6
Prep. Noble, pp. 110-156
Mon. The Roman Republic
Wed. The Roman Empire

Week of February 13
Prep. Noble, pp. 156-175; EXAM # 1
Mon. Religion in the Roman Empire; review for exam; start *Gladiator* (2000)
Wed. *Gladiator*

Week of February 20
Prep. EXAM # 1
Mon. Presidents Day (no class)
Tues. Conclude *Gladiator*; discussion
Wed. EXAM # 1

Week of February 27
Prep. Noble, pp. 175-223
Mon. Late Antiquity
Wed. The Early Middle Ages: Islam, the Byzantine Empire, and Western Europe

Week of March 6
Prep. MAP QUIZ # 2; Noble, pp. 224-287; BEGIN CONSIDERING PRIMARY SOURCE DOCUMENT CHOICE
Mon. MAP QUIZ # 2; High Medieval Economy and Society, the Emerging Western States
Wed. The Medieval Church and Christianity, Medieval Culture and Society

Week of March 13
Spring recess – have fun!
Week of March 20
Prep. Noble, pp. 288-323; PRIMARY SOURCE DOCUMENT CHOICE
Mon. The Late Middle Ages
Wed. Black Death documentary; review for exam; DEADLINE FOR PRIMARY SOURCE DOCUMENT CHOICE

Week of March 27
Prep. EXAM # 2; Noble, pp. 324-357
Mon. EXAM # 2
Wed. The Renaissance

Week of April 3
Prep. Noble, pp. 358-397
Mon. Review for primary source analysis; European Expansion
Wed. The Reformation: Late Medieval Religion, Luther, Calvin

Week of April 10
Prep. Noble, pp. 397-415; PRIMARY SOURCE ANALYSIS
Mon. The Reformation: Anabaptists, English Reformation, Early Modern Catholicism; DEADLINE FOR PRIMARY SOURCE ANALYSIS

Week of April 17
Prep. Noble, pp. 416-511
Mon. Patriot’s Day (no class)
Wed. Conclude Elizabeth
Fri. Early Modern England, France, the Holy Roman Empire

Week of April 24
Mon. Early Modern Russia; the Scientific Revolution
Wed. Review for exam; DEADLINE FOR EXTRA CREDIT

Final Exam TBA
Map Quiz 1 – The Ancient World

MAP TERMS

Kingdoms, Regions, etc.

Anatolia    Britannia
Crete        Egypt
Etruria      Gaul
Greece       Italy
Macedon      North Africa
Palestine   Peloponnesus
Sicily       Syria

Cities and Towns

Alexandria Antioch
Athens      Carthage
Jerusalem   Mycenae
Nicaea      Rome
Sparta      Thermopylae

Bodies of Water and Landmarks

Adriatic Sea Aegean Sea
Alps         Apennines
Black Sea    Bosphorus
Jordan River Mediterranean Sea
Nile River   Rhine River
Tiber River  Tyrrhenian Sea

*The vast majority of these terms can be found in the atlas maps found on pp. 6, 7, 10, 11, 14-19. You can also find them through online searches.*

Location of map for quiz:
Scroll down to “Map Quiz I – The Ancient World” at http://faculty.uml.edu/adrenas/Teaching/WestCivI.aspx

You should be able to print this map off, or any other map you have found useful for preparing for the quiz, and increase its size through a xerox machine or other program.
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Map Quiz 2 – Medieval and Early Modern Europe

MAP TERMS

Kingdoms, Regions, etc.

- Aragon
- Byzantine Empire
- Castile
- England
- Flanders
- France
- Holy Roman Empire
- Ireland
- Normandy
- Ottoman Empire
- Papal States
- Portugal
- Russia
- Saxony
- Switzerland
- Tuscany

Cities and Towns

- Avignon
- Canterbury
- Constantinople
- Florence
- Geneva
- London
- Madrid
- Moscow
- Paris
- Poitiers
- Rome
- St. Petersburg
- Venice
- Vienna

Bodies of Water and Landmarks

- Adriatic Sea
- Alps
- Atlantic Ocean
- Baltic Sea
- English Channel
- Mediterranean Sea
- Pyrenees
- Rhine River
- Seine River
- Thames River

*The vast majority of these terms can be found in the atlas maps found on pp. 30-31, 34-37, and 40-41. You can also find them through online searches. For the purposes of our map quiz, the Byzantine and Ottoman Empires can essentially be found in the same area, though at different times.*

Location of map for quiz:
Again, [http://faculty.uml.edu/adrenas/Teaching/WestCivI.aspx](http://faculty.uml.edu/adrenas/Teaching/WestCivI.aspx). Scroll down to “Map Quiz 2 Map – Medieval and Early Modern Europe.”

You should be able to print this map off, or any other map you have found useful for preparing for the quiz, and increase their size through a xerox machine or other program.
Western Civilization I (HIST 1050)
Primary Source Analysis

The historian’s main tools are called primary sources, documents written during the period of time that one is studying. The goal of those studying history is to go back to these documents in order to try to determine “what happened,” and not to rely solely on others’ research and interpretations (secondary sources), as helpful as those may be. (For example, if you were interested in studying Julius Caesar as a military figure, a good primary source choice would be his *The Gallic War*. A secondary source would be Professor Jones’s book about Caesar and the conquest of Gaul published by Yale University Press last year.)

**Instructions for Analysis**

1. Choose a primary source of interest to you that pertains to the material covered in this course, and be prepared to provide an analysis of it.

   Sources from antiquity through the early modern period can be found at the “Internet History Sourcebooks Project” at [http://legacy.fordham.edu/halsall](http://legacy.fordham.edu/halsall). So, for example, if you are fascinated by ancient Greece, and specifically the Persian Wars, because you like the movie *300*, and want to read a primary source related to that subject, go to the above website. Look at the left side of the page: you will see “Main” and under it the three periods of time we deal with in this course. Greece of course can be found under the “Ancient” section. Click on it. When the next set of options comes up, click on “Greece.” From there, you will see in the main body of the website an option for “The Persian Wars.” Click on that, and then you can choose from a number of sources that deal with this topic. **You may work with sources available ONLY at this site; and you need to e-mail me by Wednesday, March 22, to let me know what you want to work on.**

2. Write the paper, and be prepared to address all of the following.

   a. **What is the primary source you have chosen, and why have you chosen it?** (5 points)
      
      So, tell me what you read and be sure to explain why you decided to read it. Maybe you were interested in the source’s subject matter, or just realized that it had a big impact on history; you can let me know.

   b. **Who is the author of the document, and what potential preconceptions and goals did he or she have while composing it?** (10 points)
      
      Here you need to tell me who the actual writer of the text was. Identify the individual or individuals by name, and then say a little something about this person or people. (For example, if you are reading an excerpt from Caesar’s *Gallic War*, do not just say “Julius Caesar was the author.” Identify Caesar as the author, and then briefly explain some of the roles he played in republican Rome.) **Important:** do not tell me who the recent editor and translator were. (Hint: if you find yourself about to write that your author was writing in 1995 or something, then this is incorrect!) You need to identify the original author. For some documents, especially from the ancient world, there may not be a known author; clearly state that. Regarding preconceptions and goals, this is where you identify the author’s political, religious, and/or philosophical beliefs that influenced what he or she said and did. As far as goals are concerned, address what the author was trying to accomplish by writing the text.

   c. **When was the document written and what was the historical context surrounding its composition?** (10 points)
      
      While answering “when,” all you need to do is provide me with a date or an approximate date. Remember that our course covers from ca. 3000 BC up to 1715. If you see more recent dates connected to the text, it is probably the date the document was edited or translated; you don’t want that. Concerning the historical context, you need to explain here what was going on in history at the time your primary source was written. Provide information about both the document’s specific context and the broader context of the world at the time. You can go straight back to the lecture materials to find that information.
d. **Summarize and analyze the content of the document, providing quotations from the text (10 points)**
   Explain to me what you read about. Make sure you include enough direct quotations from the text in your summary; there should be at least one per paragraph.

e. **What impact did this document have on the society in which it was written, and how does it provide us with historical insight into the past (10 points)**
   I think this is self-explanatory, but do remember that you need to address the impact of the document itself and not necessarily the theme being addressed in it. Do answer both aspects of this question.

f. **Make sure your paper is written in the proper format (5 points). See some guidelines below.**

   **Potential: 50 points**

3. The papers are due in hard copy in class on **Monday, April 10**. Feel free to submit your paper early. If it is tardy, 10 points will be deducted from your grade each day it is late. Tardiness includes handing in a paper after class activities on the due date.

   Please contact me if you have any questions or need any help.

   Please also consult the sample primary source analysis on the course website. Scroll down to “Primary Source Analysis Sample” at [http://faculty.uml.edu/adrenas/Teaching/WestCivI.aspx](http://faculty.uml.edu/adrenas/Teaching/WestCivI.aspx). It will offer you a clear model as to what I am looking for.

4. Please answer the questions in the order in which I ask them, with each question having a paragraph of its own. Proper block quotes **must be used for direct quotations exceeding four lines**. Make sure they are properly indented with ten spaces and are single-spaced. Block quotes do not require quotation marks at the beginning and end of the quotation. For more details, see p. 3 here: [http://www.stritch.edu/uploadedfiles/library/doing_research/citation_help/turabian7guide.pdf](http://www.stritch.edu/uploadedfiles/library/doing_research/citation_help/turabian7guide.pdf).

5. No citations and/or works cited page are required if you are relying only on your primary source document and our class lectures. If you are making use of outside books and legitimate academic online sources (i.e. no Wikipedia, personal websites, etc.), they must be cited in your paper and included in a works cited page. Failure to cite your sources and include a works cited page will result in an automatic loss of **5 points**.

   You may use either footnotes (preferable for historical prose) or parenthetical notes. For the proper format for footnotes and works cited pages, see [http://www.chicagomanualofstyle.org/tools_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html). Regarding the proper format for MLA parenthetical notes, see [https://owl.english.purdue.edu/owl/resource/747/02/](https://owl.english.purdue.edu/owl/resource/747/02/).

6. **Writing Guidelines**
   a. Papers must be a minimum of 4 full pages, or 5 pages, in length. The works cited page **does not** count toward the page limit.
   b. All that you need on the first page of the paper is your name and the date. DO NOT include the course title and the instructor’s name: they are not necessary, and occupy space that should be filled by the actual analysis.
   c. Papers must be written in **ESSAY** format. Papers with bullet points and incomplete sentences will be rejected!
   d. Prose related to historical documents should be written in the past tense, not the present tense. (E.g., “Pope Innocent III wrote this letter to the king,” and not “Pope Innocent III writes this letter to the king.”)
   e. Font: Times New Roman (size 12)
   f. Format: one-inch margins all around, and double-spaced (with the exception of block quotations, which should be single-spaced)
   g. Pages must be **numbered, stapled**, and have your full name on at least the first page.
   h. Absolutely no slang or “text-speak”
   i. Make sure that you spell check!
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Primary Source Analysis Checklist

If you are able to check off all the following, you increase your chances of scoring very well on your primary source analysis.

_____ I e-mailed the instructor to alert him of the primary source document I wanted to analyze

_____ I have taken a look at, and understand, the sample primary source analysis posted on the course website

_____ I have answered the analysis questions in essay format, and in the order in which they were asked

_____ My prose is written in the past tense, not the present

_____ My paper is at least a full 4 pages, or 5 pages, in length

_____ In my paper, I have provided parenthetical notes or footnotes, and a works cited page, for all sources I consulted and quoted outside my primary source document and the course’s lecture materials

_____ I have abided by the font, font size, and margin guidelines described in the syllabus

_____ My pages are stapled and numbered, with my name being on at least the first page

_____ I have proofread and spellchecked my work