

History 100: History of Western Civilization
Fall 2012
Instructor: Janet M.C. Walmsley

Office: Rob B 226C
E-mail: jwalmsle@gmu.edu
Teaching assistants: Blyth McManus: bmcmanu2@masonlive.gmu.edu
Alex Bradshaw: abradsh3@masonlive.gmu.edu

Office hours: MWF: 10:30-11:15 or by appointment
Dept. web-site: <http://historyarthistory.gmu.edu>

Course description:

This course is a comprehensive survey of the development of the western world from ancient times to the present day. One aim of the course is to define “the West” and “civilization” in terms of political and economic systems, social structure, and culture. A second aim is to give students an appreciation for the historical development of the west and its relevance to the modern world. The broad sweep of this course requires students to focus on themes and connections that lead from the distant past to today. These themes include the rise of government and political ideologies, the development of economic enterprise, changes in religious or philosophical ideas, the growth of social structures, and the creation of cultural expression, all of which illustrate the western world’s particular characteristics. Finally, in keeping with the University’s expectations for gen-ed courses, this class emphasizes the development of analytical and critical thinking skills which will be shown in class discussion and in the reading and writing assignments and exams which you will do.

Required course materials:

--Brian A. Pavlac. *A Concise Survey of Western Civilization: Supremacies and Diversities throughout History* (Rowman & Littlefield, 2011) ISBN: 978-1-4422-0555-0
--Joseph R. Mitchell and Helen Buss Mitchell. *Taking Sides: Clashing Views on Controversial Issues in Western Civilization* (Dushkin/McGraw-Hill, 2000) ISBN: 978-0-07-237155-2
--On-line readings as assigned from the textbook’s dedicated site:
<http://www.concisewesternciv.com/extras/index.html>
On-line assignments may also link to <http://www.fordham.edu/halsall>

Grade components:

Attendance and participation:	10%
Short essays:	30%
Midterm essay:	30%
Final essay:	20%
Final exam:	10%

You are required to write 4 short essays based on the assigned the Mitchell text Issues. The lowest grade of the 4 essays will be dropped but if you do not write all 4, there will be a 5% reduction in your final grade. The requirements for these essays are at the end of the syllabus.

The midterm essay will be based on the course material from lecture and all assigned reading to that point in the course. The final essay will cover the material from the midterm on. Additionally, there will be a final exam taken at the scheduled exam time.

PLEASE NOTE: If you do not complete the midterm essay OR the final essay OR the final exam, you will fail the course. Failure to fulfill any of the other assignments will result in a reduction in grade.

Violating the University's Academic Honor Code will also result in failure for the course in addition to any other penalty imposed by the Honor Committee. If you do not know what the Honor Code says, you can find it on Patriot Web or link to it through the GMU-home page.

Grade scale:

A- to A:	90-100%
B- to B+:	80-89%
C- to C+:	70-79%
D:	60-69%
F:	below 60%

It is more than possible to earn an A but it is also possible to fail. Aiming for a C will get you exactly what you looked for!

General information:

Please arrive on time to avoid disruption. Please remember to turn off anything that beeps before the start of class. You must ask for permission and provide documentation from the Office of Disability Services to use laptops or any recording devices. The only students who may use laptops etc are those who have a documented need to do so.

The fastest and surest way to contact me is by e-mail (jwalmsle@gmu.edu). (Make sure to enter the address correctly!) You must provide your full name or class information (something which clearly identifies the message) in the subject line. Also, I ask that you consider e-mail as a formal communication; it should be written with attention paid to grammar and spelling.

E-mail should deal specifically with questions about the course, not to let me know you will be missing class. You alone are responsible for getting any information you may have missed from someone else in class.

Students requiring special accommodations (clients of the ODS, student-athletes, etc.) need to speak with me as soon as possible at the start of the semester and provide all relevant documentation.

SCHEDULE OF READINGS AND ASSIGNMENTS:

All assignments are subject to change. The reading assignments are for the week in question and should be prepared in advance.

Please be sure to look at the textbook on-line “Extras”: Color maps, the “History of Western Art” links, as well as the other study-help material are on the dedicated site: www.concisewesternciv.com. The assigned on-line readings are from this site unless otherwise noted.

All writing assignments are to be turned in, in person, at the start of class, unless prior accommodations have been made through me.

Week 1: Aug 27, 29, 31: Introduction: Where is “the west” now? What does “the west” mean?
Pavlac: xiii, skim Ch 1 through 3
Mitchell: Introduction
On-line: Compare Ch 2: Code of Hammurabi and Ch 3: “Selections from the Laws of Judaism”

Sep 3: Labor Day

Sep 4: Last day to add; last day to drop with no tuition penalty

Week 2: Sep 5, 7: The Greek world
Pavlac: Ch 4
Mitchell: Issue 1 and 2
On-line: Ch 4: Xenophon on the Polity of the Spartans, Funeral Oration of Pericles, and Socrates in his own defense: what do these 3 say about the differing perspectives of what it meant to be “people of Hellas”?

Week 3: Sep 10, 12, 14: The Roman world
Pavlac: Ch 5
Mitchell: Issue 4
On-line: Ch 5: Selections from Augustus’ Res Gestae, and Inscriptions from Pompeii: imperial ideas versus the common man

1st Short essay due, Sep 14, covering Issues 1 OR 2

Week 4: Sep 17, 19, 21: The shift to the north and west: The Middle Ages
Pavlac: Ch 6
Mitchell: Issue 6
On-line: Ch 6: Letters of Pliny and Trajan: how do you deal with people challenging your belief system?
<http://www.fordham.edu/halsall/source/conv-const.html>: Eusebius, The Conversion of Constantine

Week 5: Sep 24, 26, 28: Medieval Europe

Pavlac: Ch 7

On-line: Ch 7: The Conversion of Clovis and Einhard's Life of Charlemagne: how are these 2 kings different?

<http://www.fordham.edu/halsall/source/magnacarta.html>: The Text of Magna Carta

Compare <http://www.fordham.edu/halsall/source/urban2-flucher.html>: Urban II, Speech at Council of Clermont with <http://www.fordham.edu/halsall/source/koran-sel.html>: The Qu'ran—I, 47

Sep 28: Last day to drop: 100% tuition penalty

2nd Short essay due, Sep 28, covering Issues 4 OR 6

Week 6: Oct 1, 3, 5: Collapse and Rebirth

Pavlac: Ch 8

Mitchell: Issue 7

On-line: Ch 8: Pope Gregory VII's *Dictatus Papae*, Living with the Black Death

Midterm essay assignment to be provided on Oct 5

Oct 8*: Columbus Day: Monday classes meet on Tuesday. Tuesday classes do NOT meet.

Week 7: **Oct 9***, 10, 12: Religious Disunity and State Unity

Pavlac: Ch 9

Mitchell: Issue 8

On-line: Ch 9: Machiavelli, *The Prince*: what is the job of a ruler?

Midterm essay due on Oct 12

Week 8: Oct 15, 17, 19: Intellectual changes

Pavlac: Ch 10

Mitchell: Issue 12

On-line: Ch 10: Voltaire on Tolerance, Declaration of Independence, and Declaration of the Rights of Man and the Citizen

<http://www.fordham.edu/halsall/mod/1689billofrights.html>: The Bill of Rights 1689

<http://www.fordham.edu/halsall/mod/Rousseau-soccon.html>: Rousseau, The Social Contract, 1763

(Oct 19: End of midterm grading period for 100 and 200 level classes)

Week 9: Oct 22, 24, 26: Revolutions

Pavlac: Ch 11

Mitchell: Issue 13

On-line: Ch 11: Condition of the Working Class in England

<http://www.fordham.edu/halsall/mod/1791degouge1.html>: Olympe de Gouge, Declaration of the Rights of Women, 1791

<http://www.fordham.edu/halsall/mod/1798malthus.html>: Thomas Malthus, Essay on Population, 1798

<http://www.fordham.edu/halsall/mod/Senecafalls.html>: The Declaration of Sentiments, 1848

(Oct 26: End of selective withdrawal period)

Week 10: Oct 29, 31, Nov 2: The Nineteenth Century and “our” world

Pavlac: Ch 12

Mitchell: Issue 15

On-line: Ch 12: The General Act of the Congress of Berlin, The Roosevelt Corollary to the Monroe Doctrine, and Mazzini, “An Essay on the Duties of Man”: the nation and imperial ambitions

3rd Short essay due, Nov 2, covering Issues 7, 8, 12 OR 13

Week 11: Nov 5, 7, 9: “Our” world trembles

Pavlac: Ch 13

Mitchell: Issue 16

On-line: Ch 13: Mussolini, “What is Fascism?”, Hitler’s Speech of 18 Sept 1922, Churchill’s War Speech. Take the time to look at the links to the “war poetry” from World War 1 included in the readings for Ch 13 (linked to the Fordham site in particular).

<http://www.fordham.edu/halsall/mod/1918wilson.html>: Woodrow Wilson, Fourteen Points, 1918

<http://www.fordham.edu/halsall/mod/1919versailles.html>: Treaty of Versailles, 1919

Week 12: Nov 12, 14, 16: “Our” world collapses

Pavlac: Ch 14

Mitchell: Issue 18 and 19

On-line: Ch 14: The Truman Doctrine, Khrushchev’s Address to the UN

4th Short essay due, Nov 16, covering Issues 15, 16, 18 OR 19

Week 12, part 2: Nov 19: The modern world

Nov 21, 23: Thanksgiving Break

Week 13: Nov 26, 28, 30: The collapse continued

Pavlac: Ch 15

Mitchell: Issue 20 and 21

On-line: Ch 15: Reagan’s Remarks at the Brandenburg Gate, Death of the Globalization Consensus

Week 14: Dec 3, 5, 7: What comes after?

Pavlac: Epilogue

Mitchell: Issue 23

Final essay assignment to be provided Dec 5. (Essay due at scheduled exam time!)

Dec 10 and 11: Reading Days

Dec 12-19: Final Exams: please note the exam times are NOT the same as your class!

<u>Section # (Meets at)—Exam day & time</u>	<u>Section # (Meets at)—Exam day & time</u>
Sec 007 (8:30): Fri Dec 14: 7:30-10:15	Sec 027 (9:30): Mon Dec 17: 7:30-10:15
Sec 006 (11:30): Fri Dec 14: 10:30-1:15	Sec 008 (12:30): Mon Dec 17: 10:30-1:15

Short Essay Assignment Requirements:

1. Each essay is to be no less than 2 pages, no more than 3. Essays are to be typed, double spaced, with 1 inch margins and 12-point font in Times New Roman. The header should be single spaced and include both your name and section number. Staple the essays—no folded over corners!

All essays are due at the start of class and are to be handed in, in person. Essays will not be accepted via email except for compelling, verifiable reasons; computer or printer problems are neither compelling nor verifiable.

2. For each of these essays, you are to select from the Mitchell readings assigned to that point in the course as specified in the syllabus.

Keep in mind that these readings are excerpted from longer texts. Read the author information in the Table of Contents and the introductory material by Mitchell and Mitchell so you have a sense of each writer's perspective.

3. For each essay, you are to address the following in a well-crafted analysis:
 - a. Identify the Issue you have chosen by the authors and the titles of their selections. ("Issue 1", for example, is not sufficient.)
 - b. What is the historical context? (Context includes the factual information of when, where, and who the selection is about, as well as the underlying reason the piece was written.) (The factual context is best found in the textbook!)
 - c. What was each author's main point? Do not simply rephrase or summarize the two arguments. You need to analyze what each author presents and how that argument was convincing (or not). What specifically convinced you to agree (or disagree) with one "side" or the other?
 - d. What did you learn from this selection? (The differing interpretations should show you alternative ways of looking at the same old facts!)