

## **History of Western Civilization**

HIST100-001, Fall 2016

Mondays, 4:30-7:10

Sandbridge Hall 107

### **Professor Jacqueline Beatty**

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Robinson B 369

Office Hours: Mondays 3-4 PM, Tuesdays 2-3 PM and by appointment

### **Course Description:**

This course explores the history of Western civilization from antiquity through the present. We will investigate what we mean when we say “The West,” and how its borders and populations have changed over time. Covering topics such as ancient Greece and Rome, the Middle Ages, the Renaissance; the Reformation; Scientific, Atlantic, and Industrial Revolutions; colonization and imperialism; the World Wars; the Cold War; and globalization. We will use primary and secondary sources to examine the social, cultural, political, and intellectual histories of Western civilization. Fulfills History Core requirement.

### **Course Objectives:**

1. Demonstrate familiarity with the major chronology of Western civilization.
2. Demonstrate the ability to narrate and explain long-term changes and continuities in Western civilization.
3. Identify, evaluate, and appropriately cite online and print resources.
4. Develop multiple historical literacies by analyzing primary sources of various kinds (texts, images, music) and using these sources as evidence to support interpretation of historical events.
5. Communicate effectively—through speech, writing, and use of digital media—their understanding of patterns, process, and themes in the history of Western civilization.

### **Required Texts\*:**

Tony Perrottet, *The Naked Olympics: The True Story of the Ancient Games*

Chinua Achebe, *Things Fall Apart*

Elie Wiesel, *Night*

N.B. There is no required textbook, but if you would like to use a reference book to learn more about what we have discussed in class, the book *Western Civilizations* (edited by Joshua Cole and Judith Coffin) is available via 2-hour TextSelect at the Johnson Center Gateway Library.

\*All texts are available at the GMU bookstore, but can also be purchased elsewhere or online via other sites, such as Amazon or Half.com.

## Grading and Course Policies:

*Classroom Etiquette:* You may not use any electronic devices during class time (including cell phones, laptops, and tablets) unless the instructor indicates otherwise. Use of these devices during class will adversely affect your participation grade.

*Communications:* Students are responsible for checking their GMU email accounts and Blackboard regularly. The instructor will communicate with students via email and announcements on the course's Blackboard site. Readings, response paper prompts, important reminders, grades, etc. will be posted and updated on Blackboard. Please be sure to use your GMU email account when corresponding with the instructor.

*Participation and Attendance:* Students must earn their participation grade through regular attendance and active engagement in class. Although this course is classified as a lecture, a significant amount of class time will be spent in discussion, so participation is required for students to demonstrate engagement with the material. Your participation grade will include regular involvement in class discussion and group work along with attendance. Because this class meets only once each week, your presence and attention is required at each class session. If you must miss class, you are responsible for material covered during that session. The instructor will not re-teach a missed class session via email or office hours.

*Reading and Weekly Quizzes:* Students are expected to complete readings prior to the class meeting. With the exception of the three required books, all readings will be available on Blackboard in advance of class. It is advised that students print the readings and/or bring notes for class discussion. Each week, students will take a brief quiz consisting of multiple choice and short answer questions based on that week's assigned readings. No make-up quizzes will be offered for students with unexcused absences.

*Response Papers:* Each student will be responsible for turning in five (5) short, 200-300 word response papers over the course of the semester. Each week, the instructor will post a prompt or prompts on Blackboard corresponding to the week's readings. You need only answer one prompt per paper, but please identify the prompt which you are addressing each week. Students may choose to write six response papers; if this is the case, the five best grades the student earns on these assignments will go toward the student's final semester grade.

Papers must be turned **both on Blackboard before the class session starts and in hard copy form by the end of the class session** to receive credit for that assignment (you may keep the hard copy of your response paper with you during class to aid you during discussion). Response papers are graded on a scale of 0 to 4 (4 = excellent, 3 = very good with room for improvement, 2 = adequate; fulfills assignment, 1 = needs significant improvement, 0 = did not fulfill assignment criteria). Your papers must have a title. You must use proper citation format according to the Chicago Manual of Style (see link in Academic Integrity Section). Papers must be typed, double-spaced, with Times New Roman, 12-pt. font and one inch margins; papers that do not conform to these standards will lose points. Late papers will not be accepted for any reason.

*“What Did I Miss?” Project:* Students will work in groups of five to present one aspect of Western Civilization of interest to them which was not covered throughout the semester. Presentations will be ten minutes per group, and will be given on the last day of class. More details will be given later in the semester and will be posted on Blackboard.

*Final Exam:* The exam will be cumulative, and cover material from lectures, readings, and classroom discussions. A study guide will be provided in advance, detailing the format of the exam, key terms, and essay prompts. The final exam for this course will take place on Monday, December 19 at 4:30PM. The University schedules all exams; thus, the reasons for re-scheduling final exams are few. Students must provide documentation in such cases, and make arrangements with the Dean of Student Life in advance of the exam date. **You must take the final exam in order to pass the class.**

**Grade Distributions:**

Attendance and Participation: 25%  
Weekly Quizzes: 15%  
Response Papers (5 total): 20%  
“What Did I Miss?” Project: 15%  
Final Exam: 25%

**Academic Integrity:**

Cheating and plagiarizing the work of others will not be tolerated in this class. All work which you submit must be your own. You must cite all sources appropriately, whether the writing is paraphrased or quoted directly. Appropriating another author’s work without proper acknowledgment of the source is plagiarism. For citations, we will use the Chicago Manual of Style (for sample citations, see [http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)). If you have questions regarding what may or may not constitute plagiarism, please feel free to contact me.

Please read and familiarize yourself with The Mason Honor Code, available online at <http://oai.gmu.edu/the-mason-honor-code-2/>

**Student Disability Accommodations:**

If you are a student with a disability and you need academic accommodations, please see me and contact the Office of Disability Services (ODS) at 993-2474, <http://ods.gmu.edu>. All academic accommodations must be arranged through the ODS.

**Diversity at Mason:**

George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty and staff. Through its curriculum, programs, policies, procedures, services and resources, Mason strives to maintain a quality environment for work, study and personal growth.

An emphasis upon diversity and inclusion throughout the campus community is essential to achieve these goals. Diversity is broadly defined to include such characteristics as, but not limited to, race, ethnicity, gender, religion, age, disability, and sexual orientation. Diversity also entails different viewpoints, philosophies, and perspectives. Attention to these aspects of diversity will help promote a culture of inclusion and belonging, and an environment where diverse opinions, backgrounds and practices have the opportunity to be voiced, heard and respected.

The reflection of Mason's commitment to diversity and inclusion goes beyond policies and procedures to focus on behavior at the individual, group and organizational level. The implementation of this commitment to diversity and inclusion is found in all settings, including individual work units and groups, student organizations and groups, and classroom settings; it is also found with the delivery of services and activities, including, but not limited to, curriculum, teaching, events, advising, research, service, and community outreach.

Acknowledging that the attainment of diversity and inclusion are dynamic and continuous processes, and that the larger societal setting has an evolving socio-cultural understanding of diversity and inclusion, Mason seeks to continuously improve its environment. To this end, the University promotes continuous monitoring and self-assessment regarding diversity. The aim is to incorporate diversity and inclusion within the philosophies and actions of the individual, group and organization, and to make improvements as needed.

**Miscellaneous:**

No extra credit will be offered.

*Important dates:*

\*No Class September 5 (Labor Day)

\*No Class October 10; Monday classes meet on Tuesday, October 11

Last Day to drop with no tuition penalty: Sept 6

Last Day to drop with 33% tuition penalty: Sept 20

Last Day to drop with 67% tuition penalty: Sept 30

## Course Schedule

Week 1: August 29 What is the West?; Early Civilizations

- “The Problem With History Classes”
- “Why Study History?”
- “What is the West?”
- “How to Read a Primary Source”
- “Hammurabi’s Code” (read only #1-100)

\*\*September 5 [No class this week—Labor Day]

Week 2: Sept 12 Ancient Greece and Rome

- *Naked Olympics*, all

Week 3: Sept 19 The Expansion and Consolidation of Europe

- Usama ibn Muniqidh, selections from *Memoirs*
- Pope Urban Preaches the First Crusade
- The Soloman Bar Simson Chronicle
- Magna Carta
- Gregory VII, *The Dictate of the Pope*

Week 4: Sept 26 Crisis, Commerce, and Conquest

- Giovanni Boccaccio, *The Decameron*, excerpts
- Responses to the Black Death
- Christopher Columbus, extracts from Journal
- *Broken Spears*, excerpts
- Spanish Critique of the New World Conquests
- Marco Polo, *The Glories of Kinsay*, excerpts

Week 5: Oct 3 The Renaissance and the Age of Dissent

- Erasmus, *The Praise of Folly*, excerpts
- Machiavelli, *The Prince*, excerpts
- Pertrus Paulus Vergerius, *De Ingenius Moribus*
- Martin Luther, *95 Theses*
- The Augsburg Confession
- Decrees of the Council of Trent

Week 6: Oct 11 Religious Warfare; the Rise of Absolutism and Empire

[No class Monday October 10; Monday classes meet Tuesday October 11]

- Edict of Nantes
- Jacques-Auguste de Thou, *The Massacre of St. Bartholomew*
- The Peace of Augsburg
- Bossuet, *On the Nature of Monarchical Authority*
- John Locke, *An Essay Concerning the True Original*
- The English Bill of Rights

Week 7: Oct 17 The Scientific Revolution and the Enlightenment

- Giordano Bruno, *On the Infinite Universe and Worlds*, excerpts
- Galileo, "Letter to the Grand Duchess Christina," excerpts
- Copernicus, *On the Revolution of the Heavenly Bodies*, dedication
- Immanuel Kant, *An Answer to the Question "What is Enlightenment?"*
- Mary Wollstonecraft, *A Vindication of the Rights of Woman*, excerpts
- Jean-Jacques Rousseau, *Émile*

Week 8: Oct 24 Atlantic Revolutions

- Thomas Paine, *Common Sense*, excerpts
- United States' "Declaration of Independence"
- Abbé de Sieyès, "What is the Third Estate?"
- France's "Declaration of the Rights of Man and Citizen"
- The Free Citizens of Color, *Address to the National Assembly*
- Haiti's "Declaration of Independence"

Week 9: Oct 31 The Industrial Revolution and Nation-building

- The Sadler Committee Report
- Dr. Andrew Ure, *The Philosophy of Manufacturers*
- Friedrich Engels, *The Condition of the Working Class in England in 1844*, excerpts
- Fichte, *Addresses to the German Nation*, excerpt
- Mazzini, *Instructions to the Members of Young Italy*
- Kossuth, Speech in Washington D.C., 1852

Week 10: Nov 7 Colonialism and Imperialism

- *Things Fall Apart*, all

Week 11: Nov 14 Mass Politics and the First World War

- Clemenceau, *The Radical Program*, excerpts
- The Fabian Program of Reform
- Herbert Spencer, "Progress: Its Laws and Causes," excerpts
- Friedrich Von Bernhardi, *Germany and the Next War*, excerpts
- Private Daniel Fraser, *My Daily Journal*, selections
- Wilfred Owen, "Dulce et Decorum Est"

Week 12: Nov 21 The Interwar Years and the Second World War

- *Night*, all

Week 13: Nov 28 The Cold War and Globalization

- Winston Churchill, "Iron Curtain" speech, excerpts
- George Kennan, "Long Telegram" excerpts
- Khrushchev's Secret Speech, excerpts
- Keith Suter, "Global Order and Global Disorder: Globalization and the Nation-State" excerpts

- George W. Bush, Graduation Speech at the United States Military Academy, 2002
- Edward Said, “The Clash of Ignorance” excerpts

Week 14: Dec 5 Group Presentations and Final Exam Review

**Final Exam: Monday Dec 19 4:30-7:15PM Room TBD**