Hist 101: The Evolution of Western Ideas and Institutions to the 17th century

Tuesdays/Thursdays 3:40-4:55 PM

Instructor: Albert Prieto, M.Litt, PhD (Classics, History, Archaeology)
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Introduction and Course Description

This course is designed to give the student a general understanding of the persons, events, and cultural-intellectual trends and achievements which spawned Western civilization and influenced its development from approximately 4000 BC until AD 1700. The focus is primarily on continental Europe, including the ancient Greeks and Romans, the Middle Ages, the Renaissance and Reformation, and the Age of Enlightenment. Many areas all around the Mediterranean Sea that made significant contributions to Western civilization or interacted extensively with Western civilizations will also be considered, such as the Ancient Near East (Egypt, Sumeria, Babylonia, Persia), Anatolia, and north Africa.

One of the general themes that will run throughout this course is the "world view," that is, the collection of mental constructs which gave the world meaning for individuals in a given period. Another general theme is technology and culture as defining aspects of what it means to be "Western," in terms of the major innovations that have shaped life in Europe over the centuries. A third major theme is the discipline of history itself, in terms of how we know what we know about the past. The object of this course is to examine and connect world views, technological and cultural shifts, and approaches to history as they have appeared throughout the nearly 6000 years in consideration. By the end, the student will have a firm grasp of what is meant by the "Western tradition."

Required Textbooks and Materials

Additional readings for assignments (PDFs and WWW links posted on Sakai).

Examinations and Assignments

The mid-term examination, which will be administered in Week 7 (Thursday, October 26), will test the student’s understanding of the major events, figures, trends, and achievements covered up to that moment. The final examination, which will be administered in the final week of the semester, will concentrate on the major events, figures, trends, and achievements covered in the second half of the course. Both exams will be based comprehensively on notes taken during class lectures and discussions, assignments, and the course readings.

A. The mid-term exam will consist of

1. a series of terms (historical persons, places, concepts) to be identified briefly (2-4 sentences) in relation to their significance for the history of Western civilization;
2. a map to be labeled (for example, with the names of major cultural centers); and
3. one short (3+ pages) essay addressing a theme in the history of Western civilization.
B. The **final exam** will consist of
   1. a series of terms (historical persons, places, concepts) to be identified briefly (2-4 sentences) in relation to their significance for the history of Western civilization;
   2. a timeline of events of all periods, to be arranged in chronological order; and
   3. two short (3+ page) essays addressing themes in the history of Western civilization.

C. The **homework** consist of answering the “Review Questions” and “Making Connections” sections at the end of each chapter (18 total) in the textbook, as well as one set of questions related to material not covered in the textbook (Feb. 2). The answers are submitted via Sakai or e-mail by midnight on the day in which the relevant chapter or material is covered in class.

D. **Assignment 1** is a brief written summary (minimum 2 double-spaced typed pages of text) of research into the student’s family history and personal history in order to exemplify some of the problems commonly encountered in composing history. Assignment 1 must be submitted via Sakai or e-mail by midnight on Thursday, September 21.

E. **Assignment 2** is a brief written exercise (minimum 3 double-spaced typed pages of text) in source criticism and reconciling information from varied sources. Assignment 2 must be submitted via Sakai or e-mail by midnight on Thursday, October 12.

F. **Assignment 3** is a research project relating the **most important facts/details about, and the overall significance of, a specific place or monument in Rome** (location, date of creation, creator, materials, notable associated events and personalities, etc.) **within the context of the history of Western civilization**.

   For Assignment 3 the student will
   1. compose a **brief written summary** (minimum 3 double-spaced typed pages of text) of the research to be submitted to the instructor via Sakai or e-mail, and
   2. make a **brief (6-minute) presentation** of the research before the class with images and bulleted lists of the most important points.

The individual topics and presentation dates for Assignment 3 will be assigned in Week 10. The instructor will provide guidance on research sources. The written summary must be submitted via Sakai or e-mail by midnight of the presentation date in Week 12 (April 11-13).

The paper and presentation for Assignment 3 will be evaluated on
   1. the quality and depth of the research and
   2. the clarity of the delivery, both written and oral.

**Note that Sakai is set to US Central time (UTC -6), and therefore all due dates for assigned work are set seven hours behind the time zone of Rome (UTC +1).** For example, a homework due at midnight (12:00 AM) here in Rome appears as due at 5:00 PM in Chicago.

**How to do well in this course**

- Take good notes in class. Detailed questions that require more time than can be addressed in class should be posed to the instructor at the beginning or end of class.
- Do the readings BEFORE the class in which they will be discussed.
- Jot down notes, observations, and comments about each chapter and bring them to class.
- Complete the homework, submitting your answers to the instructor via Sakai or e-mail by midnight the same day. Insufficient homework can be corrected and resubmitted for credit.
- Take all assignments seriously and do not do them at the last minute.
- See the instructor with any concerns about content, expectations, or performance.
• Come to class with specific questions and comments in mind.
• Participate. Ask questions and contribute to the discussion in an informed way.

The importance of the readings and class attendance cannot be over-emphasized. The readings provide the broad context and general narrative for Western history; the in-class lectures explore specific themes, events, institutions and individuals.

Grading

The final grade will be calculated as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and participation</td>
<td>10%</td>
</tr>
<tr>
<td>Homework (“Review Questions” and “Making Connections,” x 18) + questions related to Feb. 2 lecture on early historians</td>
<td>10%</td>
</tr>
<tr>
<td>Assignment 1</td>
<td>5%</td>
</tr>
<tr>
<td>Assignment 2</td>
<td>5%</td>
</tr>
<tr>
<td>Assignment 3</td>
<td>10%</td>
</tr>
<tr>
<td>Mid-term exam</td>
<td>25%</td>
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<tr>
<td>Final exam</td>
<td>35%</td>
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<tr>
<td>TOTAL</td>
<td>100%</td>
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The course grade scale is 94-100 = A, 90-93 = A-, 87-89 = B+, 84-86 = B, 80-83 = B-, 77-79 = C+, 74-76 = C, 70-73 = C-, 67-69 = D+, 60-66 = D, 59 and below = F.

Letter grades and plus/minus indicators (suffixes) are used by instructors to indicate a student’s quality of achievement in a given academic course. The letter grades A, A-, B+, B, B-, C+, C, C-, D+, D, F, WF are assigned the following credit points for purposes of grade point average (GPA) calculations: A = 4.0, A- = 3.67, B+ = 3.33, B = 3.00, B- = 2.67, C+ = 2.33, C = 2.00, C- = 1.67, D+ = 1.33, D = 1.00, F = 0, WF = 0.

The attendance policy for this class follows the official JFRC rules: “In order for a student to be excused from class, he/she must present to the professor of each of his/her classes a written note of excuse. The only authorized notes are those from a doctor, the Director, the Vice Director, the Assistant Director, or the Associate Dean of Students.” Personal travel is NEVER a valid excuse for missing classes or late submission of any assigned work.

Attendance is MANDATORY. A student is allowed to miss two classes in this course without penalty. Any additional absence from class for reasons other than compelling and documented ones (for example, medical or family emergency—see immediately above) will earn a 2-point (20%) deduction from the attendance/participation component of the final grade. It is the student’s own responsibility to seek information on class discussions, lectures, and announcements made during his/her absence.

There is no possibility for make-up or substitution of any assigned work. Submission of any of the three assignments after the due-date will earn a 1-point (5%) deduction from the assignment’s portion of the final grade for every day of tardiness. Late homework will be accepted only until 10:00 AM the day after the original due date.
Students who miss the mid-term or final examination at the assigned time will NOT be permitted to sit for a make-up examination without approval of the Director/Dean, Vice Director/Associate Dean, or Assistant Director/Registrar. Permission is given rarely and only for grave reasons; personal travel is NEVER a grave reason. Make-up exams will only be given for documented absences. Absence due to a serious illness must be reported to the Assistant Director/Registrar prior to the examination and later substantiated by a written statement from the physician in attendance. In cases where proper permission has not been granted, a grade of "WF" will be assigned. In instances where proper authorization has been granted, the student may take a make-up exam by following the make-up procedure outlined above.

Course Goals and Primary Learning Objectives

This course is designed to allow the student to understand the major persons, events, ideas, and basic evolutionary structure of Western civilization from prehistoric times to 1700, as well as the development of the main political, social, economic, cultural, and intellectual aspects of the individual cultures contributing to Western civilization. In addition, the student will gain an understanding of history as a discipline and develop critical thinking and communications skills.

As a result of this course, the student will be able to:
• identify the key characteristics of Paleolithic, Neolithic, Bronze Age, and Iron Age civilizations;
• describe the emergence of the Greek polis, the conflicts between Greece and its neighbors, and the transition from the Classical to the Hellenistic period;
• describe the rise, fall, and impact of Roman civilization;
• describe the rise of Christianity and its political, religious, social, and cultural impact;
• describe the rise of Islam and its political, religious, social, and cultural impact;
• identify and describe the fundamental concepts of Medieval society;
• identify and describe the issues which resulted in the conflicts between European monarchs and the Papacy between 1000 and 1600;
• describe the Renaissance and its impact;
• describe the Reformation and its impact;
• describe the conflicts which arose between religion and the state in the post-Reformation period;
• define absolutism and illustrate how it impacted state building and the struggle for order;
• describe the Age of Enlightenment and its impact.

Assignment and Examination Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
<th>Evaluation points / Points contributed to final grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/21</td>
<td>Assignment 1</td>
<td>10 / 5</td>
</tr>
<tr>
<td>10/12</td>
<td>Assignment 2</td>
<td>10 / 5</td>
</tr>
<tr>
<td>10/26</td>
<td>Mid-term examination</td>
<td>100 / 25</td>
</tr>
<tr>
<td>11/28, 11/30</td>
<td>Assignment 3</td>
<td>10 / 10</td>
</tr>
<tr>
<td>12/14</td>
<td>Final examination</td>
<td>100 / 35</td>
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Subject to Change Statement

This syllabus and schedule are subject to change in the event of extenuating circumstances. It is the student’s responsibility to check for announcements made during his/her absence.
Class Policies

- As the material presented in the course is cumulative in nature, attendance in class is mandatory. Attendance will be taken at the beginning of every class.
- Students will be given readings for each class meeting. Students are expected to be able to discuss the contents of the readings in class.
- Constructive participation in class discussions is essential. Students are encouraged to make observations and ask questions.
- All work in class will be based on lectures, readings, assignments, and discussions. As history is by nature largely subjective and often touches sensitive subjects (race, gender, politics, religion, class, sexuality), there is a lot of room for debate, disagreement, and definition. Be curious and forthright, and always respectful.
- During class smartphones and other personal communication devices should be switched off or set to silent mode.
- Lectures may be recorded for study purposes, but only with the instructor’s prior and express permission.
- Students are expected to do all of their assigned work independently, including the assignments and the homework.

Disruptive Classroom Behavior

The classroom is a particular environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. Student conduct which disrupts the learning process will not be tolerated and may lead to disciplinary action and/or removal from class. Disruptive behavior includes, but is not limited to:

- cross-talking or talking out of turn
- whispering or talking to classmates
- reading non-related materials on paper or digital media
- communicating with external parties in any format (phone, text message, VoIP, e-mail, etc.)
- working on any other coursework during class
- habitual late arrival or early departure
- sleeping
- eating

Cheating and Plagiarism

Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations, when one student attempts to copy information or content from another. However, it is the intent of this definition that the term “cheating” not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. These means may include, but are not limited to:

- Copying any of the individual intellectual content in the homework or the assignments.
- Sharing the majority of the individual intellectual content in the homework or the assignments, even if using alternate forms of expression.
Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work. Plagiarism may involve traditional print media and/or modern digital media (ebooks, websites). Plagiarism of a source is different from citation of it, which is an acceptable form of intellectual reference using quotation marks or paraphrasing supported by footnotes or other explicit forms of proprietary recognition. Students must properly cite/identify all sources of intellectual content that is not their own, whether print or digital, and they are encouraged to contact the instructor for guidance.

Plagiarism and other forms of academic dishonesty are unacceptable at the JFRC and will be dealt with in accordance with Loyola University Chicago’s guidelines. Please familiarize yourself with Loyola’s standards here: http://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml. You are responsible for understanding what constitutes plagiarism according to the LUC Student Handbook.