

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

Fall 2019 Tuesdays/Thursdays 3:45-5:00 PM (make-up day Friday, October 25)

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Office hours: Tuesdays/Thursdays 3:15-3:45 and by appointment

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."

Learning Outcomes

As a result of this course the student should be able to:

- identify the key historical persons, events, ideas, and international trends of Western civilization from approximately 4000 BC through 1750 (see **examinations** and **homework** below);
- determine the main political, social, economic, cultural, technological, and intellectual aspects of the individual cultures contributing to Western civilization and assess their development (see **examinations** and **homework** below);
- assess the contributions, individual and collective, of the above two points to the development of Western civilization, both within and across historical periods (see **examinations** and **homework** below);
- develop basic skills in historical research, critical thinking, and communication (see **Assignments 1-3** below).

Required Textbooks and Materials

L. Hunt, T. R. Martin, B. H. Rosenwein, and B. G. Smith, *The Making of the West: Peoples and Cultures*. Volume I: *to 1750*. 6th edition. Bedford-St. Martin's, 2019.

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

Attendance Policy

In accordance with the JFRC mission to promote a higher level of academic rigor, all courses adhere to the following absence policy. Prompt attendance, preparation and active participation in course discussions are expected from every student.

- For all classes meeting once a week, students cannot incur more than one unexcused absence.
- For all classes meeting twice a week, students cannot incur more than two unexcused absences.
- For all classes meeting three times a week, students cannot incur more than two unexcused absences.

As this course meets twice a week, a total of two unexcused absences will be permitted. **Unexcused absences beyond these will result in a 1% lowering of the final course grade for every absence after the “approved limit.”**

Assessment Components and Schedule

Assessment	Date	%
Attendance and participation	N/A	10%
Homework (“Review Questions” and “Making Connections” x 18 + 2)	N/A	10%
Assignment 1	9/19	5%
Mid-term exam	10/10	25%
Assignment 2	10/24	5%
Assignment 3	11/19,21	10%
Final Exam	12/7-12	35%
TOTAL		100%

Assessment Descriptions

The mid-term examination will test the student’s understanding of the major events, figures, trends, and achievements covered up to that moment. The final examination 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 timeline of events to be arranged in chronological order;
3. a map to be labeled (for example, with the names of major cultural centers); and
4. 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, to be arranged in chronological order;
3. a map to be labeled (for example, with the names of major territories and cultural centers); and
4. one short (3+ page) essay addressing a theme in the history of Western civilization.

C. The **homework** consists 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. The answers are submitted via Sakai or e-mail by noon on the day 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.

E. **Assignment 2** is a brief written exercise in source criticism and reconciling information from varied sources.

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 8. 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.

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.

Grading

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.

Academic Honesty

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.

Students are responsible for complying with the LUC Student Handbook.

Late or Missed Assignments

Late or missed assignments will not be accepted for grading without the authorization of the instructor.

Accessibility Accommodations

Students registered with the Student Accessibility Center requiring academic accommodations should contact the Office of the Dean at the John Felice Rome Center in the first week of classes.

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 noon 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.

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 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 count significantly against the participation grade component and may lead to disciplinary action and/or removal from class. Disruptive behavior includes, but is not limited to, habitually:

- 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
- arriving to class late or leaving class early
- exiting and re-entering the classroom for bathroom breaks and other non-emergency uses
- sleeping
- eating

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.

Weekly course schedule

Week 1 (Sept. 2-5)

T 9/3: Introduction

T 9/5: Before history

Readings: Prologue

Week 2 (Sept. 9-12)

Th 9/10: Early Western civilization

Readings: Chapter 1

T 9/12: Near Eastern empires and the reemergence of civilization in Greece

Readings: Chapter 2

Week 3 (Sept. 16-19)

T 9/17: The Greek golden age

Readings: Chapter 3

Th 9/19: From the Classical to the Hellenistic world

Readings: Chapter 4

Assignment 1 due

Week 4 (Sept. 23-26)

T 9/24: The rise of Rome and its republic

Readings: Chapter 5

Th 9/26: The creation of the Roman empire

Readings: Chapter 6

Week 5 (Sept. 30—Oct. 3)

T 10/1: The transformation of the Roman empire

Readings: Chapter 7

Th 10/3: The heirs of Rome: Islam, Byzantium, and Europe
Readings: Chapter 8

Week 6 (Oct. 7-10)

T 10/8: review for mid-term exam (Chapters 1-8)

Th 10/10: Mid-term exam

Week 7 (Oct. 11-20) FALL BREAK

Week 8 (Oct. 21-25)

Th 10/22: where do we come from?—Herodotus, Thucydides, and the first histories
Readings: Sakai (with homework questions)

Th 10/24: What is history?

Assignment 2 due

F 10/25: From centralization to fragmentation

Readings: Chapter 9

Week 9 (Oct. 28-31)

T 10/29: Commercial quickening and religious reform

Readings: Chapter 10

Th 10/31: The flowering of the Middle Ages

Readings: Chapter 11

Week 10 (Nov. 4-7)

T 11/5: The Medieval synthesis – and its cracks

Readings: Chapter 12

Th 11/7: Crisis and Renaissance

Readings: Chapter 13

Week 11 (Nov. 11-14)

T 11/12: Global encounters and the shock of reformation

Readings: Chapter 14

Th 11/14: Wars of religion and the clash of worldviews

Readings: Chapter 15

Week 12 (Nov. 18-21)

T 11/19: The enduring role and importance of Rome in Western civilization 1

Assignment 3 due (group 1)

Th 11/21: The enduring role and importance of Rome in Western civilization 2
Assignment 3 due (group 2)

Week 13 (Nov. 26-29)

T 11/27: Absolutism, constitutionalism, and the search for order

Readings: Chapter 16

Th 11/28: THANKSGIVING HOLIDAY – NO CLASS

Week 14 (Dec. 2-5)

T 12/3: The Atlantic System and Its Consequences

Readings: Chapter 17

Th 12/5: Review for final exam

Week 15 (Dec. 7-12) FINAL EXAM