History 004

History of Western Civilization

Learning Outcomes

1. Students will learn to examine the history of Near Eastern, Mediterranean, and European civilizations from the perspectives of a number of historical constants, such as law, politics, religion, art, social-economic relations, peace and warfare. The period covered in the course is prehistory to the Renaissance. Students will also become familiar with the political and physical geography of the areas studied.

2. Students will come to understand the major theories of historical interpretation that have developed in the West in order to explain change. Such theories include two early Christian views of history—Orosian and Augustinian, as well as Hegelian, and Marxist historical schools.


syllabus

Tuesday 30 August  Course Introduction. Doing History (Classical definitions)
Thursday 01 September The Abiding Affairs of History (Overview of historical constants)

Opening assignment to research the beginning of the teaching of Western Civilization at Saint Mary's College

I. Earliest Civilizations (Law as a constant; environment and cultural difference)

Tuesday 06 September  Interpreting History.
  The West, pp. 1-23 (The Birth of Civilization).
Thursday 08 September  The West, pp. 32-36 (Babylon)

II. Egypt (Its antiquity and long duration)

Tuesday 13 September  The West, pp. 23-31 (The Rise of Egypt)
Thursday 15 September  The West, pp. 36-45 (Later Egypt)
III. Fertile Crescent and Israel (Kingship in Israel compared to other forms of historical forms of kingship)

Tuesday 20 September \textit{The West}, pp. 45-59 (The Fertile Crescent and the People of the Bible)
Thursday 22 September Scriptures (Kingship and Divinity)

IV. Aegean Sea Kingdoms and Greece (Greek Democracy)

Tuesday 27 September \textit{The West}, pp. 60-89 (The Greeks)
Thursday 29 September \textit{The West}, pp. 90-101 (The Peloponnesian War)

V. Hellenic Mediterranean and Italy (Cultural imperialism: views from above and below)

Tuesday 04 October \textit{The West}, pp. 101-117 (Classical Athenian Culture)
Thursday 06 October \textit{The West}, pp. 118-129 (The Age of Alexander)

(Midterm)

Tuesday 11 October Midterm Exam (Closed book short answer and open book essays)
Thursday 13 October MIDTERM BREAK

VI. Rome (The legacy of Rome in law and politics)

Tuesday 18 October \textit{The West}, pp. 129-159 (From Republic to Empire)
Thursday 20 October \textit{The West}, pp. 160-177 (The Imperial Era)

Research assignment to describe according to formal numismatic conventions a Roman coin from the Saint Mary's College collection

VII. The Early Middle Ages (The entry of Christianity and Islam into history; changing fundamental social and economic relations)

Tuesday 25 October \textit{The West}, pp. 178-207 (Formative Cultures of the Early Middle Ages)
Thursday 27 October \textit{The West}, pp. 208-225 (The rebirth of the Western Empire)

VIII. Europe Emerges (Feudal and manorial relations; the modern revision of the history of 'feudalism')

Tuesday 01 November \textit{The West}, pp. 225-242 (The Dark Ages)
Thursday 03 November \textit{The West}, pp. 242-265 (New Institutions)
Tuesday 08 November  
*Song of Roland*

Thursday 10 November  
NO CLASS

IX. War and Peace (Crusades; nascent nation-states; urban and industrial beginnings; the church's pastoral response to the problems of the new cities)

Tuesday 15 November  
*Song of Roland.* **Essay due at the beginning of class.**

The question of the essay to analyze the poem, using textual evidence and outside research, as illustrative of feudal ties of loyalty, incipient French nationalism, or Crusade.

Thursday 17 November  
Francis of Assisi, *Regula non-Bullata* and *Last Will and*

X. The High Middle Ages (The birth of the university and scholasticism)

Tuesday 22 November  
*The West,* pp. 266-291 (Gothic Culture)

Thursday 24 November  
THANKSGIVING

XI. The Medieval Decline (The natural, religious, and political catastrophes; the Hundred Years' War)

Tuesday 29 November  
*The West,* pp. 292-311 (Century of Woe)

Thursday 01 December  
*The West,* pp. 312-321 (Hundred Years’ War)

XII. The Renaissance (The birth of humanism)

Tuesday 06 December*The West,* pp. 322-341 (The Renaissance and Humanism)

Thursday 08 December  
*The West,* pp. 341-353 (Renaissance Europe in a larger context)

Thursday 15 December  
FINAL  11:30-1:30

*Course Requirements*

- Reading, regular attendance and participation in the class work are the essentials. I consider your enrollment in the course as your commitment to build the work of this course of study in the history of Western Civilization together. Eight absences for whatever reason will constitute a failure of the course. Please contact me if something prevents you from joining us.
- Organization and direction of a ten-minute lesson in which you lead the group in a greater understanding of the assigned reading for the day. The lesson will be followed by a five-minute written response by the class critiquing how well you went beyond and shed light on the assigned reading. This assignment demands outside research, the use of the library, and construction of a proper bibliography.
- Thoughtful completion of the written critiques of the presentations, with special emphasis on your ability to evaluate the presentation in light of our textbook
reading.
• Successful completion of written exams and assignments, including analysis of original documents and writings of Western Civilization posted weekly in the Moodle site.

The work with *The Song of Roland* will require your written analysis of a question posed concerning the intended audience and political consciousness of the anonymous author.

*Grade Evaluation*

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<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Participation (25x5)</td>
<td>125</td>
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<tr>
<td>Lesson evaluations (30x5)</td>
<td>150</td>
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<tr>
<td>Midterm exam</td>
<td>250</td>
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<td>Final exam</td>
<td>250</td>
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<td>Presentation</td>
<td>100</td>
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<td>Roland essay</td>
<td>100</td>
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<tr>
<td>Document analyses (33x5)</td>
<td>165</td>
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<tr>
<td>Introductory library assignment</td>
<td>10</td>
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*Student Disability Services*

Student Disability Services extends reasonable and appropriate accommodations that take into account the context of the course and its essential elements for individuals with qualifying disabilities. Students with disabilities are encouraged to contact the Student Disability Services Office at (925) 631-4358 to set up a confidential appointment to discuss accommodation, policies, guidelines and available services. Additional information regarding the services available may be found at the following address on the Saint Mary’s website: [http://www.stmarys-ca.edu/academics/academic-advising-and-achievement/student-disability-services.html](http://www.stmarys-ca.edu/academics/academic-advising-and-achievement/student-disability-services.html)

*Learning Outcome #1:* In this course students will learn to thoughtfully examine human activity in particular periods or places from a social, cultural or historical perspective.

*Elucidation:*

This learning outcome asks the faculty member to: 1. identify and make explicit in the syllabus the type or types of human activity that will be examined in the course (e.g. economic behaviors; relations among groups of people or nations; problems within societies; people's sense of identity; pathological behavior; etc); 2. identify and make explicit in the syllabus which societies, cultures, regions, or nations will be covered in the course; or to which societies, cultures, regions, or nations the topics covered in class apply (e.g., American society; Japan and its neighbors; the Global North; the Third World; minorities in Europe; women in Latin America; ancient Greece; island nations; Christendom; socialist economies) (the question being is this class universally true in all places in the world?); 3. identify and make explicit in the syllabus which time period in human existence the course will cover; or during what time periods in human existence the topics covered in class apply (the Paleolithic era; the European Middle Ages; 19th
and 20th century United States; the late Zhou in China; the contemporary North Atlantic; colonial Africa) (the question being is this class universally true throughout human existence?)

**Learning Outcome #2:** In this course students will come to understand theories of human behavior, relations, culture, or institutions; or interpretations of historical causation and change

**Elucidation:**
Courses that satisfy this learning outcome will introduce at least one theory of human behavior, human interaction, institutional activity, or culture. The course syllabus will identify which theory or theories will be introduced and students will complete at least one assignment or provide written evidence in an examination that demonstrates an understanding of the theory or theories. Alternatively, courses will present one or more interpretations of historical events with an emphasis on their cause(s) and effect(s). The syllabus will clarify which interpretation(s) will be introduced and at least one assignment or written/oral response during examination will require students to demonstrate their comprehension of historical causation and change.

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**Learning Outcome #3:** In this course, students will learn how to collect evidence about the social world using social science or historical methodology.

**Elucidation:**
In order to sufficiently cover this learning outcome a course must 1. provide a basic explanation of the methodological approaches used to collect data in the discipline. 2. Ask students in at least one assignment to locate, collect, and process data from primary or secondary sources and to use that data to advance a disciplinary argument.

**Learning Outcome #4:** In this course, students will learn how to interpret evidence about the social world using social science or historical methodology.

**Elucidation:**
It follows from learning outcome #3 that students be able to understand and explain how data that are collected can be interpreted within the framework of different methodological approaches that might have been used to collect the data. Interpretation of the data will allow students to defend the disciplinary argument that they had advanced in learning outcome #3.