I. Required Text:

II. Description
From the beginnings of human history, this course traces elements of a supposed distinctive Western tradition back through the ancient civilizations of Mesopotamia, Egypt, Greece, and Rome. It then examines the emergence of the monotheistic religions of Judaism, Christianity, and Islam, and the aftermath of the dissolution of the Roman Empire. The focus then shifts to Western Europe in the Middle Ages, delving into the growing power of the Roman Catholic Church. The Carolingians, feudalism, the medieval worldview are all explored, as are the Crusades and the crises of the late Middle Ages. The final section of the course immerses students in the society and culture of the Renaissance, the religious struggles over the Reformation, and the dawn of the Scientific Revolution and Enlightenment.

III. Learning Outcomes
• Students will be able to critique the idea of “civilization” and understand the concept of Eurocentrism.
• Students will be able to identify the most significant events that contributed to the development of a distinct Western tradition.
• Students will understand the sources of historical change, and will be able to explain cause-and-effect relationships as they pertain to historical transformations.
• Students will understand how historians use primary sources to draw conclusions about history.
• Students will understand competing interpretations of major historical events and issues.
IV. Course Objectives

- Given a topic drawn from the description above, students will be able to effectively write about the causes, nature, and consequences of the events and ideas that constitute the Western tradition.
- Given a relevant primary source document, students will be able to identify and articulate the context from which that document is drawn, and elucidate its meaning and significance.
- Students will become historically aware of issues central to the origins and development of Western patterns of thought, social and political organization, and culture.
- In general, students will improve their ability to think critically and express their ideas through written and oral communication.

V. What Is Expected of You?

- You are expected to know this syllabus and understand what it says. If you are unclear about anything that appears in this document, please ask me.
- You must attend regularly and be on time for class. Please notice that class participation represents 15% of your grade. You can't participate if you are not here. As you will see, the class sessions will not work without your informed participation.
- You are expected to take notes in class. These will be of assistance as you prepare to write your papers and study for exams.
- Take notes on your readings. Purchase a spiral-bound or composition notebook for this course, and use it for these notes. When taking notes on the assigned books, remember to try to take down only the most important elements of what you read. Learn to take notes in an outline format. When reading primary documents, summarize what you are reading in your own words. These notes will be useful when studying for the final exam.
- Bring the textbook to every class; we will use it in every session.
- You must do the required readings before the class meeting. As in all history courses, there is a lot of reading to be done. If it proves to be too much for you to do all at once, try breaking the assignment up (for example, assignments for Mondays tend to be longer, so you could do the reading for an hour or two on Thursday and then the same on Sunday).

VI. How Class Sessions Will Work

Each class session will begin with a lecture by the instructor in which several key questions will be posed (including some prompted by what you have written on the course website before class). A discussion of the textbook reading will be followed by a student-led conversation about the online primary sources read for that class. You should feel free to ask questions at any time during the lecture or discussion. On most Wednesdays, a short multiple choice/true-and-false/short answer quiz will take up the first ten minutes of class. Please note that you cannot make up the quiz because of absence or lateness unless you have a very good and documented reason (i.e., a medical emergency).
VII. Grading
Weekly Reading Quiz Average (lowest score dropped): 20%
Course Website Comments: 10%
Midterm: 15%
Museum Visit Paper: 7.5%
Primary Source Paper Assignment: 12.5%
Class participation: 15%
Final: 20%
All elements of the course must be completed satisfactorily in order to pass the course.

VIII. Academic Honesty
All work you turn in for this class must be your own. Any deviation from this standard will result in a zero for the any assignment or exam, which will make passing the course difficult.

Plagiarism. According to the MLA style guide, plagiarism “is to give the impression you have written or thought something that you have in fact borrowed from someone else.” [Joseph Gibaldi and Walter Achtert, MLA Handbook for Writers of Research Papers, 3rd edition (New York: Modern Language Association of American, 1988), p. 21.] If you borrow an idea, a sentence, or more from a source, you must let the reader know what that source is. It's only fair to the original author.

If you do not know what plagiarism is, ask me, consult a work such as the MLA guide, or check out a website like this one: http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml

The City Tech policy on academic integrity is as follows:

Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion.

Historians typically use the Chicago Manual of Style system to cite sources. You can find a primer on this style here: http://www.chicagomanualofstyle.org/tools_citationguide.html

I am extremely sensitive to the issue of plagiarism and will automatically fail your paper if I find any signs of it. I’d prefer that you be overly cautious in footnoting rather than having to fail you. If you intentionally plagiarize, I may report you to the Dean of Students who may choose to begin proceedings to have you expelled from the college.

IX. Course Website Questions
Each Thursday, I will post a question or prompt about the following Monday’s readings. Over the course of the semester, each student is required to post in the comment field on the course website a minimum of six times (the six includes the required posting for the first class). The comments for a particular question will close on Monday. You will not be able to add to that comment thread after we’ve discussed the question in class. Posting more than six times is recommended but not required. But keep in mind that the website is a valuable space to test out your ideas and
articulate your thoughts before you sit down to write a formal paper. IMPORTANT: Make sure you sign in to comment using your full name, otherwise I cannot give you credit! Also note: Everyone is required to post a comment for the first class (Aug. 29).

Here are a few other important guidelines regarding website comments:

• **Expressing Your Thoughts in Your Own Words:** You will not receive credit for cutting and pasting something of the web and presenting it as your own thought (I may even seek disciplinary if anyone does this—plagiarism is a serious academic offense). In addition, you will not receive credit if you simply repeat what someone else has already posted. You certainly can react to what someone else has written, but you cannot merely agree or say the same thing worded differently. It is thus a good idea to post early before someone else comes up with a similar idea, as you will be graded on the originality of your contribution to the conversation.

• **Grading Criteria:** Your website comments are 10% of your total grade. They will be graded on the quality and originality of thought, the way that they engage the question, and the strength of the argument and evidence that they present. Grammar and spelling will not affect the grading of the website comments, but please do not use abbreviations.

• **Keep it Civil:** I hope that you will have some lively online discussions, and you should feel free to disagree with your classmates. But please do not attack anyone personally! Remember to be respectful of other people’s ideas and feelings even if you disagree with them.

• **Tone:** Comments may be less formal than a paper (for example, spelling doesn’t count here), but more formal than a text message or casual e-mail. Please don’t use texting abbreviations or symbols.

• **Length:** Your posts should be a full paragraph of at least three or four sentences. You certainly may write more than that if you have more to say.

• **Relevance:** Comments that have little or no relevance to the question will not count toward your grade.

• **Images, Video Clips, and Links to External Documents:** In your comments, you may provide links to historical documents, images, or even video clips, but you need to have a good reason to do so. For example, if you post a clip from a Hollywood movie, you need to explain how and why that clips relates to the question that I asked. If the clip or link is not directly related to the question, your post will not count toward your grade. Media should be historically relevant. (Keep in mind that the era covered by the course did not have sound, moving picture recording, or photograph. Nonetheless, there were certainly plenty of other forms of art to reference. Representations of earlier eras in modern media should be handled very critically.)

The course website is located here: [http://history1101section6744.wordpress.com/](http://history1101section6744.wordpress.com/)
X. Essay Assignments
Your two papers for this course will be evaluated for both content (evidence and argument) and style of presentation. I am primarily looking for lucid arguments backed by specific evidence. I will read and comment on drafts, if provided to me in sufficient time. (Don't drop a paper on me three days before it is due!) I will provide a general evaluation, but not a detailed edit. Because I will read drafts, I do not permit rewrites. If you feel unsure about your ability to write a historical essay, get a draft done and submit it early.

Format and Style:
Papers are to be typewritten, in a twelve-point font, and have one-inch margins.
- Papers must bear a standard title page, and be stapled in the upper left hand corner (Your paper should a meaningful title; don’t just call it “History Essay”).
- Please do not use plastic paper covers.
- Other than the title page, each page must be numbered.
- Footnotes and a bibliography are required. Check Kate L. Turabian, *A Manual for Writers of Term Papers, Theses and Dissertations* (Chicago: University of Chicago Press, 1996) or a similar guide for information on correct citation styles.
- Spelling counts. Use the spell-check function on Word (but keep in mind that it sometimes gives you bad advice), and get someone to proofread for you.
- Keep It Simple: Make sure to avoid using words that you don’t fully understand just because they are long and sound impressive. Most of the time, it is a good idea to keep sentences concise as the meaning of a sentence becomes confused or lost if it goes on too long (know what a “run-on sentence” is). And avoid using the passive voice if possible.

Essay #1. Due October 26: Museum Visit Assignment
This will be a three-to-four page paper analyzing an object or piece of art in an NYC museum from one of the cultures covered in this course. You will need to furnish proof that you saw the object or artwork in person, so start thinking about scheduling you visit now. *Proof of your visit (a photo of the object/artwork with your face in the frame and/or a museum ticket stub)*, along with a paragraph identifying the object and telling me why you chose it, is due on Monday, October 17.

Essay #2. Due November 30: Primary Source Comparison Essay
This will be a five-to-six page paper comparing and contrasting two primary sources that we use in the course. Guidelines for this paper will be handed out during the second week of the course.

XI. Me
My office is Namm 600.
Office Hours: 9:00 AM to 9:45 AM on Wednesdays or by appointment. Please make an effort to see me in office hours.

Email: bo’malley@gc.cuny.edu

Since I am on campus just two days of the week, I will rely heavily on e-mail to stay in touch with you. I am teaching two courses at Brooklyn College this semester, so I expect a high volume of correspondence. To help me manage this, please follow a few guidelines:

1. ALWAYS write your NAME and SECTION in the subject line (for example: John Smith - 6744).
2. Please keep the correspondence formal and polite, avoiding abbreviations, slang, and cuteness. You should treat your correspondence with me the same as you would with a potential employer. THINK BEFORE YOU WRITE ME. Please write me if you have a valid question, but do not do so to ask for information readily available in this syllabus or other course documents.

3. Please sign your name at the bottom of every message. Many of you have e-mail addresses that do not have any reference to your names.

4. I would encourage you to obtain the e-mail addresses of classmates so that you can help each other to stay informed

XII. Course Schedule

Monday, August 29
What Is “Western Civilization”? 
Course Introduction and Syllabus Review 
**Required Course Website Question**: What does the word “civilization” mean to you? What does it mean to call someone “uncivilized”? And can we say that there is there something distinctively “Western” about the cultural, political, and social traditions that emerged out of the Mediterranean region and Europe over the past several thousand years?

Wednesday, August 31
Before “Civilization” and Ancient Mesopotamia, 600,000 – 1,000 B.C.E. 
**Textbook**: Chapter 1 - The Roots of Western Civilization: The Ancient Middle East to the Sixth Century B.C.E., pp. 1-15. 
**Online Reading**: Excerpt from the Code of Hammurabi 

Monday, September 1
Labor Day – NO CLASS

Wednesday, September 3
Ancient Egypt, Peoples of the Mediterranean, and Growth of Empires, 3100-500 B.C.E. 
**Textbook Reading**: Chapter 1 - The Roots of Western Civilization: The Ancient Middle East to the Sixth Century B.C.E., pp. 15-39. 
**Online Reading**: The Ten Commandments and Hebrew Law 

Monday, September 5
The Emergence of Ancient Greek Culture, 2000-400 B.C.E. 
**Textbook Reading**: Chapter 2 - The Contest for Excellence: Greece, 2000-338 B.C.E., pp. 41-51. 
**Online Reading**: Excerpts from Hesiod’s *Theogony* 
Wednesday, September 7
The Poleis, Greece’s Classical Age, and War, 700-338 B.C.E.
   Online Reading: Excerpts from Herodotus’s *The Histories* (ca. 430 B.C.E.)
   http://www.luc.edu/faculty/ldossey/Herodotus.htm
READING QUIZ ON CHAPTER 2

Monday, September 12
Alexander and the Successor Kingdoms, 336-150 B.C.E.

Wednesday, September 14
The Cosmopolitan Hellenistic World, 336-150 B.C.E.
   Online Reading: Epicurus, *Letter to Menoeceus*
   http://www.epicurus.net/en/menoeceus.html
READING QUIZ ON CHAPTER 3

Monday, September 19
The Origins, Rise, and Expansion of the Roman Republic, 753-133 B.C.E.
   Textbook Reading: Chapter 4 – Pride in Family and City: Rome and Its Origins through the Republic, pp. 107-126.
   Online Reading: Polybius on the Constitution of the Roman Republic
   http://homepage.usask.ca/~jrp638/DeptTransls/Polybius.html

Wednesday, September 21
The Hellenization and Decline of the Republic, 133-44 B.C.E.
   Textbook Reading: Chapter 4 – Pride in Family and City: Rome and Its Origins through the Republic, pp. 126-135.
READING QUIZ ON CHAPTER 4

Monday, September 26
The Roman Empire, 31 B.C.E.-410 C.E.
   Online Reading: Tacitus on the End of the Republic
   http://www.fordham.edu/Halsall/ancient/tacitus-ann1a.asp

Wednesday, September 28
NO CLASS – Rosh Hashanah

Monday, October 3
Religious Longings and the Rise of Christianity
   Online Reading: Dead Sea Scrolls – Translation of the Community Rule Scroll
   http://www.loc.gov/exhibits/scrolls/trans3.html
READING QUIZ ON CHAPTER 5 – NOTE: THIS IS OUR ONLY MONDAY READING QUIZ.
**Wednesday, October 5**
The Making of the Western Kingdoms, ca. 376-750 C.E.

**Textbook Reading:** Chapter 6: A World Divided: Western Kingdoms, Byzantium, and the Islamic World, pp. 177-189.

**Monday, October 10:** NO CLASS – Columbus Day

**Wednesday, October 13**
The Byzantine Empire and the Rise of Islam, ca. 400-1000 C.E.

**Textbook Reading:** Chapter 6: A World Divided: Western Kingdoms, Byzantium, and the Islamic World, pp. 189-211.

**Online Reading:** Excerpt from the Qu’ran – Surah 12: Yusuf
http://www.muslimaccess.com/quraan/arabic/012.asp

READING QUIZ ON CHAPTER 6

**Monday, October 17**
The Struggle for Order in Europe: Legal Traditions, Charlemagne, and the Carolingians, ca. 750-1000 C.E.

**Textbook Reading:** Chapter 7: The Struggle to Bring Order: The Early Middle Ages, ca. 750-1000, pp. 213-225.

**Online Reading:** Charlemagne’s Capitulary of 802 on Monastic Orders
http://www.fordham.edu/halsall/source/carol-missi2.asp

PROOF OF MUSEUM VISIT/TOPIC PARAGRAPH DUE

**Wednesday, October 19**
The Struggle for Order in Europe: Struggles in the Church, Northern Invaders, and the Emergence of Feudal Society, ca. 750-1000 C.E.

**Textbook Reading:** Chapter 7: The Struggle to Bring Order: The Early Middle Ages, ca. 750-1000, pp. 225-241.

NO READING QUIZ – WE WILL DO A BRIEF REVIEW FOR THE MID-TERM EXAM.

**Monday, October 24**
Midterm Exam

**Wednesday, October 26**
Museum Visit Paper Due & Class Discussion of Papers
NO READING QUIZ

**Monday, October 31**
Life in the High Middle Ages

**Textbook Reading:** Chapter 8: Order Restored: The High Middle Ages, 1000-1300 C.E., pp. 243-261.

**Wednesday, November 2**
Centralized Monarchies and the Imperial Church

**Textbook Reading:** Chapter 8: Order Restored: The High Middle Ages, 1000-1300 C.E., pp. 261-278.

**Online Reading:** Magna Carta (Read Introductory Note and Translation up through #9)
http://www.fordham.edu/halsall/source/magnacarta.asp

READING QUIZ ON CHAPTER 8
Monday, November 7
The Struggling West: Famine, Plague, and War
Textbook Reading: Chapter 9: The West Struggles and the Eastern Empires Flourish: The Late Middle Ages, pp. 281-294.
Online Reading: Thomas Aquinas, *Summa Theologiae* – Question 2: Concerning God, Whether God Exists (this section is toward the bottom of the page—read as much as you can)
http://www.fordham.edu/Halsall/source/aquinas1.asp

Wednesday, November 9
Intellectual Ferment in the West and Thriving Eastern Empires
READING QUIZ ON CHAPTER 9

Monday, November 14
Renaissance Italy: Philosophy, Politics, and Society
Online Reading: Excerpts from *The Prince* by Niccolo Machiavelli
http://www.fordham.edu/halsall/source/prince-excerp.asp

Wednesday, November 16
Renaissance Art and Culture, and the Renaissance in France and England
Textbook Reading: Chapter 10, A New Spirit in the West: The Renaissance, ca. 1300-1640, pp. 327-341.
READING QUIZ ON CHAPTER 10

Monday, November 21
New Conflicts and Religious Reform
Online Reading: Martin Luther’s Letter to the Archbishop of Mainz on Indulgences
http://www.fordham.edu/Halsall/source/lutherltr-indulgences.asp

Wednesday, November 23
The Thirty Years’ War and Life after the Reformation
READING QUIZ ON CHAPTER 11

Monday, November 28
Europeans Imagine, Discover, and Confront a New World
Online Reading: Bartolomé de Las Casas, *Brief Account of the Devastation of the Indies* (1542).
http://www.swarthmore.edu/SocSci/bdorsey1/41docs/02-las.html
Wednesday, November 30
Global Markets and Exchanges
NO READING QUIZ
PRIMARY SOURCE COMPARISON PAPER DUE

Monday, December 5
Stresses in Traditional Society, Royal Absolutism in France, and the Struggle for Sovereignty in Eastern Europe
Online Reading: Duc de Saint-Simon on the Court of Louis XIV
http://www.fordham.edu/halsall/mod/17stsimon.asp

Wednesday, December 7
The Rise of Constitutionalism
Online Reading: “Statement of the Levellers” (1649)
http://public.wsu.edu/~wldciv/world_civ_reader/world_civ_reader_2/levellers.html
READING QUIZ ON CHAPTERS 12 & 13

Monday, December 12
A New World of Reason and Reform
Reading: West in the World, Chapter 14: A New World of Reason and Reform: The Scientific Revolution and the Enlightenment, pp. 451-476.
Online Reading: The Crime of Galileo: Indictment and Abjuration of 1633
http://www.fordham.edu/Halsall/mod/1630galileo.asp

FINAL EXAM: TBA (between Dec. 15-21)