**History 100: Western Civilization Part I (Origins of the West)**

**Special Plague Edition, Fall Semester (2020)**

**John Abbott**

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**Virtual Office Hours: M & F, 10:00-10:50am (or by appointment)**

**Course Description:** a broad historical survey of human events prior to 1648, History 100 stresses the diversity & interaction of peoples and cultures in the making of Western Civilization. As we work our way across the lands of Mesopotamia, the Mediterranean world and northern Europe, we will devote particular attention to the evolving relations between government and religion, and the conflicting claims of reason and faith, in our story. In charting this journey, we will rely on our textbook (Noble) for the overall storyline and context, while the heart of this course lies in our critical engagement with the documentary record provided by your sourcebook (Perry).

**Course Readings**

Thomas Noble et al, *Western Civilization: Beyond Boundaries, Vol. I* (Cengage Advantage Books,

 Seventh Edition, 2013; isbn 9781133610137)

Marvin Perry, *Sources of the Western Tradition: From Ancient Times to the Enlightenment*, *Vol. I*

 (Tenth edition, 2018; isbn 978 1 337 397 605)

*Note: both books are* ***required*** *reading; while you are free to pursue the most cost-effective options available in procuring them, you must have them in hand* ***no later*** *than the beginning of week two.*

**Course Requirements**

**a) Three** **examinations**, each covering the materials covered during the preceding five weeks (they

 are *not cumulative*, in other words). Each exam will typically consist of essay-style questions,

 both longer and shorter length. Guidelines will be posted prior to each exam to indicate

 format and likely questions.

b) **Eight** **response papers**, based upon readings from your Perry sourcebook (guidelines for these

 to be provided at Blackboard). These papers (see schedule) are to be submitted via Blackboard,

 in time for your Friday classes, as they will address materials covered in those discussions.

c) **Six** **quizzes**, each consisting of eight multiple choice questions addressing course lectures

 (administered via Blackboard; see course schedule).

d) **Classroom participation**. Discussion is vitally important to this course, and that holds equally

 true in this age of Covid-19 and online instruction. Comments and questions are *always* welcome

 during lectures (on Monday and Wednesday), while our Friday sections are devoted to active

 student involvement. Just to be clear, this requires you to show up *prepared to discuss* the

 assigned readings for those days. And yes, since you can’t very well participate in class without

 being present, *online attendance will be noted* (and factored into that participation grade).

 In addition, I have created **four Discussion Board** **forums** (see schedule below) which will

 provide an extension for several of Friday’s discussion sections. Students will enter a short post

 answering the Discussion Board prompt and then respond to at least one other student’s posting.

 Finally, I’ve set up a general Discussion Board forum that offers students an opportunity to raise

 questions or make comments *at any time* across the semester, whether concerning course

 materials, history or, for that matter, the Meaning of it All. Seriously: all contributions and

 queries (within reason) are welcome (and will contribute to your participation grade).

**Your final grade will be determined on the following basis:**

 Three exams (20 percent each) 60%

 Response papers & quizzes 20%

 Classroom participation (includes Discussion Board entries) 20%

**Course Ethics**

This course has been designed to encourage discussion and the free exchange of views. The sometimes contentious nature of course materials requires that we show one another the utmost courtesy, respect and consideration so as to ensure a consistently high level of discussion, instruction and interaction.

**Course Policies**

a) *Attendance* is required (and will be kept). More than three unexcused absences over the semester could cut into your final grade.

b) *Make-up exams* will be allowed only when you can produce a valid (written) excuse.

c) *Incompletes* will only be considered in cases where the student has completed all the work up to the final exam, but cannot take the final for a valid reason.

d) *Plagiarism* in any form will be dealt with harshly. Recycling papers from the internet or elsewhere, copying other students’ work, or cutting-and-pasting from other sources (Course Hero, Chegg & the other usual suspects) will be punished to the fullest extent of university policy. Count on this.

e) *Classroom* c*itizenship.* Yes, the dynamics of the online classroom are certainly different from the usual in-person circumstances. But there are nonetheless ways in which your online behavior can attract attention, for bad as well as good. Logging in on time (or better yet, a few minutes early), keeping your mic muted unless asking questions, or (better still) making good use of the “chat” function during class – all will be duly noted and appreciated.

f) *Cameras and online interactions.*We are still working through the protocols and ethics of camera use in the online classroom – specifically whether students should keep their cameras on while logged into class. On the one hand, we wholly appreciate students’ privacy concerns, and are certainly amenable to well-grounded objections to camera use. On the other hand: we very much aim in this course to *create community* through online means, to provide students the opportunity to get to know, and interact with, one another over the course of the long semester. And much evidence suggests that *visual mediation* helps promote that sense of community and shared intellectual purpose.

As you have probably already figured out, we (your instructors) are still learning how to use these technologies in the most efficient, humane and constructive ways. Our basic premise is that learning is not merely an intellectual process, but also a *social exchange*, an exchange not only between instructors and students, but amongst students themselves. Trust me, over the course of your college career, you will likely learn as much from your peers as from your professors, and even as we accept the necessity for “social isolation” this semester, we still want very much to promote the social side of your university experience – for your sake and our own. For these reasons, we hope you will consent to sharing your image during our Friday discussion sections. Please let us know if you’ve objections to this.

g) *Religious holidays.* In those instances when classroom schedules conflict with religious holidays, students should provide us advance notification of their absence. We will in turn make every reasonable effort to honor these requests and make necessary accommodations.

h) *Disability accommodations.* We are committed to working with the Disability Resource Center in ensuring a barrier-free environment to all students at UIC. Please let us know as early as possible in the semester as to anticipated accommodations (and how these might apply to the online classroom).

i) *Know your rights.* UIC is devoted to the principles of academic freedom, equality of opportunity and human dignity. Freedom from discrimination for both students and employees is central to our academic mission. Students are encouraged to study UIC’s policies and procedures pertaining to these issues, accessible at the web pages of the Office of Access and Equity (go to <http://oae.uic.edu/>).

**Course Schedule**

(note: \* denotes Perry readings that will be referred to & discussed in class that day)

**Week 1 Getting Started**

M Class Introductory: So where and what is Western Civilization?

W On the Edge of History: Migrations & Innovations. Reading: Noble, 1-10

F Discussion Sections: Geography, Climate, and Civilization. Lecture and map exercise

**Week 2 Cradles of Civilization**

M Ancient Mesopotamia. Noble, pp. 10-16

W The Nile and Egypt. Noble, 16-26; Perry, 12-14 (\*Hymns, \*Guidelines)

F Gods, Dreams and Law. Perry, pp. 4-11 (\*Gilgamesh,\*Hammurabi). ***Response papers due***

**Week 3 Early Empires**

M **No Class** (Labor Day)

W An Age of Empires: Hittites, Assyrians, Persians. Noble, 27-39

F Empire building: Terror, Coercion and Inclusion. Perry, 17-19 (\*Tiglathpileser, \*Cyrus & Darius). ***Discussion Board Exercise.*** ***Quiz due before midnight***

**Week 4 Faith and Reason**

M One God or Many? Hebrew Ethical Monotheism. Noble, 39-51; Perry, 24-27 (\*Genesis)

W Coming of the Greeks. Noble, 52-61; Perry, 47-51 (\*Hippocrates, \*Thucydides, \*Critias)

F What God Wills: Hebrew Law and Justice. Perry, 28-37 (\*Exodus, \*Leviticus, Deuteronomy,\*Amos, \*Isaiah). ***Response papers due***

**Week 5 City-States and Civilization: the Greeks**

M Age of the Polis. Noble, 61-73; 84-88; Perry, 55-56 (\*Thucydides/Pericles)

W Athenian imperialism in crisis. Noble, 73-80; Perry, 63-67 (\*Thucydides/Melian Dialogue/Corcyra)

F Some philosophers you should know. Noble, 80-84; Perry, 67-79 (\*Socrates, \*Plato, \*Aristotle). ***Response papers due***

**Week 6 Philosophers and Kings: the Hellenistic World**

M ***First Exam***

W Alexander the Great and the world he made. Noble, 90-104

F Hellenistic culture. Noble, 104-16; Perry, 80-85 (\*Plutarch, \*Philo, \*Epicurus). ***Discussion Board Exercise; Quiz due before midnight***

**Week 7 Patricians and Plebeians: the Roman Republic**

M Republican Rome. Noble, 118-32; Perry, 88-93 (\*Polybius, \*Livy)

W Hannibal’s Revenge. Noble, 132-48; Perry, 100-04 (\*Diodorus, \*Appian)

F “All eyes watched for imperial commands”: the Imperial system. Noble, 150-56; Perry, 112-14; 119; 126-27 (\*Sallust, \*Tacitus; \*Seneca); Additional Blackboard reading: “Achievements of the Divine Augustus.” ***Response papers due***

**Week 8 Emperors and Empire**

M The *Pax Romana*. Noble, 156-64; Perry, 131-36 (\*Justinian, \*Aristides, \*Tacitus)

W The Historical Jesus and His Followers. Noble, 166-75; Perry, 148-50 (\*Mark, \*Matthew)

F Early Christianity. Perry, 154-59; 166-8 (\*Tertullian, \*Clement, \*Augustine, \*Persecutions, \*Paul on Women, \*Bishop’s Sermon). ***Discussion Board Exercise; Quiz due before midnight.***

**Week 9 Rome’s Decline, Christianity’s Rise**

M Imperial Crises. Noble, 165-66; 177-84; Perry, 138-39 (\*Dio Cassius, \*Petition)

W Fragmentation, East and West. Noble, 191-207; Perry, 140-44 (\*Marcellinus, \*Salvian)

F Sex, Sin and Salvation: Christianity’s triumph in a fallen world. Noble, 184-91; Perry, 144-46; 161-65; 174-76 (\*Jerome, \*Gregory, \*Lactantius, \*Justin Martyr, \*Benedict, \*Augustine). Additional Blackboard reading: Clement of Alexandria's *Christ the Educator.*

 ***Response papers due***

**Week 10 New Worlds Stirring**

M Muhammad and the Origins of Islam. Noble, 209-16

W Charlemagne and the Origins of Europe. Noble, 222-33

F Muhammad & Charlemagne. Perry, 180-83 (\*Qu’ran selection)***;*** 190-98(\*Bede, \*Einhard, \*Cassiodorus, \*Einhard again). ***Response papers due***

**Week 11 Warriors, Emperors & Popes**

M ***Second Exam*** (covering weeks six through ten)

W Sorting Out Church and State, Noble, 245-52; Perry, 218-20 (\*Gregory VII, \*Innocent III)

F The Crusades. Noble, 264-70; Perry, 214-15; 221-24 (\*Geoffroi de Chancy, \*Robert the Monk, \*William of Tyre, \*James of Vitry). ***Discussion Board Exercise; Quiz due before midnight***

**Week 12 High Middle Ages**

M A Society of Orders. Noble, 233-38; 240-45; 273-80; Perry, 201-05 (\*Bishop Adalbero, \*Manorial Justice, \*William)

W Town and Gown: Rise of the Universities. Noble, 286-301

F Morality, Sex, Religion and Conscience. Readings provided online. ***Discussion Board;*** ***Quiz due before midnight***

**Week 13 Crisis and Conflict**

M Population, Plague and Rebellion. Noble, 303-08; 316-27; Perry, 258-64 (\*Boccaccio, \*Venette, \*Froissart, \*Bromyard)

W Jews and Christians. Noble, 280-82; Perry, 238-43 (\*Albert of Aix-la-Chapelle, \*Innocent III, \*Ritual Murder Libel, \*Philip II Augustus)

F Here Comes the Renaissance. Perry, 275-80; 290-92 (\*Petrarch, \*Bruni, \*de Medici, \*Mirandola, \*Vasari, \*Fonte). ***Response papers due***

**Week 14 Recovery and Renewal**

M Italy and its Renaissance. Noble, 340-59; Perry, 266-67 (\*Innocent III)

W Rise of the Territorial State. Noble, 252-64; 308-16; Perry, 256-57 (\*Magna Carta)

F **Thanksgiving Holiday** *(no class*). ***Quiz due Sunday night.***

**Week 15 New Horizons**

M Age of Exploration. Noble, 374-402; Perry, 330-33 (\*Palacios Rubios, \*Las Casas)

WProtestant Reformation. Noble, 404-24. Perry, 304-09 (\*Luther, \*von Hutten)

F Review and Discussion: So What is Western Civilization, Anyway? ***Final response papers due***

***Final Exam*** (covers weeks eleven through fifteen)