SYLLABUS FALL 2009
HISTORY OF WESTERN CIVILIZATION I
TO 1300 AD

MAY CHANGE AT ANY TIME!!
BE ALERT!!

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READING: All of the assigned reading is available on-line. The reading for each week is listed below, along with the URL at which you can find the reading. In addition there is an extensive Web Site on WebCt that you can access with your ODIN account. At that web site you will find extensive lecture notes. You might consider printing those notes and bringing them to the lecture so that you can spend your note-taking time writing material that is not included in the notes.

Many of the sources listed in the schedule below come from a site at Fordham University administered by Paul Halsall. Sources for the Ancient World can be found at http://www.fordham.edu/halsall/ancient/asbook.html Sources for the medieval world can be found at http://www.fordham.edu/halsall/sbook.html The general Halsall site is http://www.fordham.edu/halsall/

I would advise you to buy a textbook that covers the ancient and medieval worlds. There are many of these available at the PSU bookstore and also on Amazon.com or through Powell’s Bookstore. I will be following the material as presented in: Judith Coffin and Robert Stacey, Western Civilizations. Norton. An earlier edition of the text is available in the bookstore for a very reasonable price. If you use an earlier edition, the cost should be substantially reduced from that of the current edition. You can also usefully consult other texts. All the material on which I will test you can be found in the notes and the on-line reading.

OFFICE HOURS: after class or by appointment. See me before or after class if you wish to talk. You may also contact me by telephone and e-mail to make an appointment. I am available on Tuesdays and Thursdays before and after class, if we make a prior arrangement. After class, we can meet in the Smith Center.

WHAT IS WESTERN CIVILIZATION?
What is Western Civilization? The “West” today is usually seen as those areas of the world that have a close cultural relationship to the earlier cultures of Europe and the Near East. “Civilization” usually refers to cultures that developed in cities. Where there are no cities, almost all people engage in food production (hunting and gathering or gardening) rather than in other endeavors. Where there are cities, we find people engaged in administration, art, technological invention, science, and warfare (among many other activities). A civilization, then, comprises a set of activities, worldviews, values, relationships, and, in general, ways of understanding and acting in the natural and
human worlds. In short, a civilization is an urban oriented culture. Western Civilization is the culture of the West – where West in defined both culturally and geographically.

In this course we will begin by looking at the beginning of cities and the technologies that supported them. During much of the course we will examine the different world views that have developed in different kinds of civilization. We will also look at historical materials to see just how we go about creating a narrative of the acts and ideas of people in far-off times.

REQUIRED ACTIVITIES:

PARTICIPATION: You have to be present to participate. In addition we will engage in several activities as a class, and your participation will be counted. We will have frequent on-line quizzes on the assigned reading for the previous week. Your quiz average will count towards your participation grade. We will discuss the readings for the week throughout the week, using the readings to see how historians use evidence to build a picture of the past. The midterm and final examinations will test your mastery of these assigned readings. Make sure if you do not understand a reading that you ask about it in class.

ON-LINE DISCUSSION PROJECT: Throughout the week you will use the Blackboard discussion forum to discuss the readings with your group. You should respond to the messages of the other members of your group as well as introduce new material of your own. Each message you send should refer to specific parts of the reading for the week so that other members of your group can easily find it and read it. Someone in your group should initiate the forum by 6 PM on Tuesday. Everyone must have entered a first message by midnight on Tuesday. The forum should be on-going, but everyone must have entered a second message by Thursday at 6 PM. A third message must be sent by noon on Saturday.

That is, everyone must send a minimum of three messages per week, beginning in the second week. These messages should be at least 100 words long and contain direct references to the reading and to the messages of the others in your forum. Of course, you are encouraged to send more messages as you are stimulated to think by the other members of your forum and by your own reading and reflection. What can we learn about the past by engaging with these voices from the past?

There will be no discussion forum in week 1 or in week 7. Therefore you will have a minimum of 24 messages of more than 150 words. In assessing your participation grade, writing the minimum will constitute a B grade. If you write messages that are significantly greater in length and/or unusually substantial in content, you can attain an A average. If you write less than the minimum in quantity and/or quality your grade for this part will be reduced.

PAPERS: You will write three 2 papers of about 4-5 pages each. These papers should have an introduction that ends with a one or two sentence statement of the point you will try to prove in the body of the paper. This main point is called a thesis. The thesis should be interesting, debatable, and specific. In the next several paragraphs you will support your thesis with evidence from the readings. Be sure to include a “Works Cited” page at the end and to cite the sources in the body of the paper using APA, MLA, or Chicago style. If you are unclear about what these styles are, you can consult a style book (available at the bookstore), pickup a hand-out at the Writing Center in Cramer
Hall, or look up the styles on-line. Finally you will conclude your paper with a summary of your argument. These papers are due on Oct. 27 and Dec 1.

**EXAMINATIONS:** Midterm (Nov 12) and Final (Dec. 10 – NOTE CHANGED TIME: 10:15-12:05)

**GRADING:**
1) Participation (includes quiz average, participation in the on-line discussion forum, attendance, etc.): 25%
2) Average of two papers: 30%
3) Midterm: 20%
4) Final: 25%

**DAILY SCHEDULE:**

**WEEK I: FOUNDATIONS. ORIGINS OF WESTERN CIVILIZATION**

- Sept 29: Introduction. Making civilization, Fertile Crescent
- Oct 1: Egypt

**ASSIGNMENT:** FIND A COMPUTER, LOG IN, AND SEND A MESSAGE TO THE DISCUSSION BOARD THAT YOU HAVE SUCCESSFULLY FIGURED OUT HOW TO SEND A MESSAGE TO THE DISCUSSION BOARD. THIS MESSAGE MUST BE RECEIVED BY FRIDAY.

Discussion Reading: *Book of the Dead*:

Also you might look at and consider:
http://web.archive.org/web/20010609233356/http://members.aol.com/kheph777/mideast/mythos/egyptian.html (Isis takes the true and hidden name of Re)
http://www.wsu.edu/~dee/EGYPT/BOD125.HTM (Book of the Dead Ch 25)
Fertile Crescent:
http://www.fordham.edu/halsall/ancient/2300sargon1.html (The Story of Sargon)
http://www.fordham.edu/halsall/ancient/hamcode.html (Code of Hammurabi)

**FOR THE FUTURE:**
I will assign a play to your group:

EITHER Sophocles, *Oedipus*
http://www.ancient-mythology.com/greek/oedipus_rex.php OR OR Sophocles *Antigone*
http://records.viu.ca/~johnstoi/Sophocles/Antigone.htm OR Euripedes, *Medea*
http://records.viu.ca/~Johnstoi/euripides/medea.htm
You should download, print, and read your play before October 6. The group that reads your play will meet to decide which scenes you wish to enact and to decide who will play each part. Roles should be distributed among everyone in the group, and those who are not on stage in a given section of the play will be in the chorus. This will be discussed further in class.

WEEK II: GODS AND EMPIRES IN THE ANCIENT NEAR EAST
Oct 06 Late Bronze Age and Early Iron Age
  08 Hebrew Monotheism

Reading: Also analyzed in class:
Flood scene from Gilgamesh Epic
Noah’s Flood in Bible http://www.livius.org/fa-fn/flood/flood1-t-bible1.html

WEEK III: THE GREEK EXPERIMENT
NOTE: THIS WEEK EVERYONE WILL MEET FOR THE FULL PERIOD BOTH DAYS
Oct 13 Ancient Greece and Persian Wars
  15 Greece’s Golden Age

WEEK IV: GREEK EXPANSION
Oct 20 Plato and Aristotle
  22 Alexander and Hellenistic Culture
Write: Write a 3-4 page (750-1000 word) essay in which you compare the Greek society depicted in the play that you read with the Greek society envisioned by Plato and Aristotle.

Reading: Plato, “Allegory of the Cave” from The Republic:
Plato, “The Philosopher King,” from The Republic
http://www.fordham.edu/halsall/ancient/plato-republic-philosopherking.html

Also you might read:
Plato, Crito http://www.fordham.edu/halsall/ancient/plato-crito.txt
Aristotle, excerpts from Nichomachaean Ethics
http://www.fordham.edu/halsall/ancient/aristotle-ethics1.html

WEEK V: THE RISE OF ROME
Oct 27 Rise of Rome
  29 The Roman Republic

Reading:
Plutarch, “Julius Caesar” http://classics.mit.edu/Plutarch/caesar.html
You might also read and consider:
Plutarch, “Comparison of Demóstenes with Cicero”  
http://classics.mit.edu/Plutarch/d_cicero.html
Twelve Tables http://www.csun.edu/~hcfl004/12tables.html
Polybius, “Rome at the End of the Punic Wars”  
http://www.fordham.edu/halsall/ancient/polybius6.html

WEEK VI: ROMAN EMPIRE AND CHRISTIANITY
Nov  3  Imperial Rome
      5  Christianity and the Transformation of the Roman World

Reading:
Mathew: Parable of the Sower  
Luke: Parable of the Good Samaritan  
Roman descriptions of the persecution of Christians  
http://www.csun.edu/~hcfl004/xtians.html

We will also discuss:
Polybius, “The Roman Maniple versus the Macedonian Phalanx”  
http://www.fordham.edu/halsall/ancient/polybius-maniple.html
Suetonius, *The Lives of the Caesars: Caligula*  
http://www.fordham.edu/halsall/ancient/suetonius-caligula.html
Table of debasement of coinage  
http://www.ex.ac.uk/~RDavies/arian/amser/chrono2.html
Excerpts on slavery http://www.fordham.edu/halsall/ancient/slavery-romrep1.html
Bill of Fare of a Great Roman Banquet  
http://www.fordham.edu/halsall/ancient/macrobius-3-13.html
Seneca on Gladiatorial Games http://www.fordham.edu/halsall/ancient/seneca-letters7.html

WEEK VII: MIDTERM
Nov  10  No School
      12  Midterm

WEEK VIII: ROME’S THREE HEIRS
Nov  17  Islam and Islamic Empire
      19  Carolingian and post-Carolingian age

Mohammad’s Last Sermon http://www.fordham.edu/halsall/source/muhm-sermon.html
The Sunnah http://www.fordham.edu/halsall/source/sunnah-horne.html
Rabbiah Ibn Kin http://www.fordham.edu/halsall/source/rabka.html

Sozomen, “Constantine Founds Constantinople”  
http://www.fordham.edu/halsall/ancient/sozomen-constantinople1.html
Procopius, *Secret History: “Justinian”*  
http://www.fordham.edu/halsall/source/procop-anec1.html
Marriage Laws http://www.fordham.edu/halsall/source/cjc-marriage.html
Einhard “Life of Charlemagne” [http://www.fordham.edu/halsall/basis/einhard.html](http://www.fordham.edu/halsall/basis/einhard.html)
(choose three chapters)

**WEEK IX: EXPANSION OF EUROPE**

**Nov 24**  Economy, Society, and Politics 1000-1300

26  **NO SCHOOL**

Reading:
Henry I, King of England, Grant of Tax Liberties to London [http://www.fordham.edu/halsall/source/1133Hank1tax.html](http://www.fordham.edu/halsall/source/1133Hank1tax.html)
Frederick Barbarossa, Grant of Two Fairs [http://www.fordham.edu/halsall/source/1166aachenfair.html](http://www.fordham.edu/halsall/source/1166aachenfair.html)
Douai, Regulations on Making of Cloth [http://www.fordham.edu/halsall/source/1244douai.html](http://www.fordham.edu/halsall/source/1244douai.html)

**WEEK X: HIGH MIDDLE AGES. RELIGIOUS AND INTELLECTUAL DEVELOPMENT**

**Dec 1**  Church Reform

**Write:** Using several documents from the eras we have studied in this course, compare the structure of society in the first civilizations with that in Medieval Europe.

OR

Keeping in mind that you could be in any social class or of any gender, would you rather live in the Roman Empire in the first century AD or in medieval France in the tenth century AD? Use several documents available at [http://www.fordham.edu/halsall/](http://www.fordham.edu/halsall/) (or in this syllabus) to support your ideas about the nature of the two societies.

**Dec 3**  Cathedrals, Universities, and Intellect, REVIEW

Reading: Gregory VII Call for a Crusade [http://www.fordham.edu/halsall/source/g7-cde1078.html](http://www.fordham.edu/halsall/source/g7-cde1078.html)
“Tale of Two Hashish Eaters” from *1001 Nights* [http://www.druglibrary.org/schaffer/hemp/arab1.htm](http://www.druglibrary.org/schaffer/hemp/arab1.htm)

**Thursday Dec 10 10:15-12:05 FINAL EXAMINATION!!**