San José State University  
History Department  
Hist10A-01 (41272), Western Civilization, Fall 2019

Instructor: Prof. Allison Katsev  
Office Location: DMH 140  
Telephone: 408-924-5508  
Email: Allison.Katsev@sjsu.edu  
Please, feel free to e-mail me or come to office hours with any questions you have, big or small!  
Office Hours: W 12:00-1:00pm; via email; and by appointment  
Class Days/Time: MW, 10:30AM-11:45AM  
Classroom: DMH 165  
GE/SJSU Studies Category: GE D-2

Faculty Web Page and MYSJSU Messaging  
Course materials (the syllabus, quizzes, guidelines for assignments) may be found on the course website on Canvas. You are responsible for regularly checking email for important messages about the class.

Course Description  
History and culture of Europe; social and political structures; roles of individuals and groups; relationships among ideas, institutions, society and culture; to 1648.

In this course, we will explore Western Civilization from its very beginnings to the eve of the modern era. We'll begin in prehistoric times, and from there study the coming and going of civilizations from Ancient Sumer to Medieval Europe. Among questions we'll consider along the way: Why do humans come up with such a variety of ways of organizing themselves? Why did democracy arise in Athens and why didn't it last? What can ancient philosophers tell us about how to live a good life? Why did the Roman Empire fall? How dark were the Dark Ages? What makes a civilization strong, and what makes it weak?

The course will involve significant student involvement in every class meeting. Issues will often be framed by a brief lecture at the beginning of class, but class time will be primarily devoted to grappling with key historical questions, whether through in-depth
analysis of primary sources, or weighing the evidence presented in the textbook and elsewhere.

Course Goals and Student Learning Objectives

GE Learning Outcomes (GELO)

This GE (D-2) has a writing requirement of a minimum of 1500 words. Students will write two 5-paged papers. In addition, students will write substantive essays in two timed exams.

On successful completion of this GE course, students will be able to:

From reading, lectures, writing, discussion and group projects:

1. Place contemporary developments in cultural, historical, environmental, and spatial contexts (GELO 1);
2. Identify the dynamics of ethnic, cultural, gender/sexual, age-based, class, regional, national, transnational, and global identities and similarities, differences, linkages, and interactions between them (GEO 2);
3. Evaluate social science information, draw on different points of view, and formulate application appropriate to contemporary social issues (GELO 3);

Based on work throughout the class and tested in the exams and the second essay:

4. Compare and contrast two or more ethnic groups, cultures, regions, nation, or social systems (GELO 4).

Course Learning Outcomes (CLO’s)

In addition to the above GE Learning Outcomes, upon completion of this course, students will be able to:

CLO 1: identify major trends in Western Civilization in the pre-modern. Students will learn to do this through guided discussions of the textbook and seminal primary sources.

CLO 2: Assess critically the legacies that pre-modern civilizations have left in the modern world. Students will learn this through guided discussion, as well as group projects and individual essays requiring in-depth analysis and broad synthesis.

Required Texts/Readings

Textbooks


[NOTE: This book is available an e-text at http://www.mypearsonstore.com/bookstore/westthe-a-narrative-history-volume-one-to-1660-subscription-9780205921959?xid=PSED. But we will be using the textbook in class, so be sure that you will be able to access it in class if you have the electronic version.]
2) Primary sources for document investigations and your group projects. The links to these documents will be provided on Canvas.

Course Requirements and Assignments

1) **ONLINE CHAPTER QUIZZES DUE BY 10:00 AM ON THE DAY OF THE ASSIGNED READING (10% of grade):** 12 online quizzes, 10 questions each, covering each of the chapters assigned in *The West*, available at our course website. The quizzes are open-book. You may use your book and notes, but you can't consult with other students. You'll have 20 minutes to complete the quiz, thus I suggest you read the whole chapter carefully before starting the quiz. Each quiz will be available 10 days before the reading is due, and must be completed by 10:00 AM on the day it is due. If you have questions about the correct answers for individual questions, make note of them. I'll be happy to answer such questions after the quiz is due. 
   
   Note: You cannot make up a quiz; but the two lowest scores are dropped.

2) **MIDTERM EXAM, SEPTEMBER 30 (15% of grade) IN CLASS:** Quote analysis and essays covering the theme of the past weeks. You will be given quotes from primary sources we discussed to analyze in terms of key issues of the class; and you will be given a choice of essay questions based on the "Learning Objectives" at the beginning of each chapter of *The West*. More details will be provided before the midterm exam. NO NOTES OR BOOKS, BUT YOU MAY BRING 1 PIECE OF NOTEBOOK PAPER (8x11) WITH HANDWRITTEN NOTES ON BOTH SIDES. YOU'LL TURN THE NOTEBOOK PAPER IN WITH YOUR EXAM

3) **FIRST ESSAY, DUE OCTOBER 23, AT BEGINNING OF CLASS (3 PAGES) (15% of grade): (hardcopy to the professor)** Essay on two philosophers from the Philosophical Dialogue group projects. In this essay, you will analyze the views of one philosopher, considering how another philosopher might respond and which view you find more compelling. Specific requirements will be passed out and discussed well ahead of time. **DUE OCTOBER 30: REVISED ESSAY: submit on Canvas and hardcopy to professor**, with *draft, *peer review form AND *typed paragraph on what you decided to revise—or not to revise—and why.

   **NOTE:** 5 points will be deducted from your paper grade if you do not bring a completed essay to class on October 23.

4) **SECOND ESSAY, DUE 5:00PM ON SATURDAY, DECEMBER 14 ON CANVAS (5 PAGES) (20% of grade) (submit digital copy on Canvas):** Essay based on one of the debate topics. For this essay, students will consider how one key aspect of the medieval period represents continuity or a break with the ancient period. Specific requirements for the second essay will be handed out in advance.

5) **FINAL EXAM, THURSDAY, DECEMBER 12, 9:45AM-12:00PM(15% of grade):** Quote analysis and essays covering the theme of the past weeks. You will be given quotes from primary sources we discussed to analyze in terms of key issues of
the class; and you will be given a choice of essay questions based on the "Learning Objectives" at the beginning of each chapter of *The West*. More details will be provided before the final exam. NO NOTES OR BOOKS, BUT YOU MAY BRING 1 PIECE OF NOTEBOOK PAPER (8x11) WITH HANDWRITTEN NOTES ON BOTH SIDES. YOU'LL TURN THE NOTEBOOK PAPER IN WITH YOUR EXAM.

6) CLASS PARTICIPATION INCLUDING PROJECTS AND DOCUMENT INVESTIGATIONS (25% of grade):

- You should come to class having done the assigned reading.
- For the textbook: Take notes especially on the questions listed as "Learning Objectives" at the beginning of each chapter in the textbook. We'll be discussing these in class.
- Document Investigations due in class on days we read primary sources: MUST BE TYPED. Complete thoughtfully and bring to class a "Document Investigation" form (form and instructions available under "Assignments" at course website) for each source assigned. You should keep all of your document investigations together in a notebook. I'll collect one early in the semester to give you feedback, and also at least once more during the semester (Think of this as being similar in function to an occasional "pop quiz."). You will be graded with a "✓" (satisfactory), "+" (exemplary), or "-" (unsatisfactory). Because the document investigations require you to interpret documents, you will be graded on thoughtfulness and effort, as well as accuracy. You'll turn them all in online at the end of the semester as a portfolio.
- Portfolio due on Monday, December 9, at 10:00AM on Canvas: Keep an electronic version of all of your document investigations and put them in one file when you submit them on Canvas at the end of the semester.
- Group Projects: There will be two group projects that will involve substantial work over the course of several class meetings. You will be expected to work with the members of your group during class time and communicate with them outside of class to ensure that your group is prepared for the dialogues on beginning October 14 and the debates beginning December 4. You will be assessed not only on the final product but on the process by which you got there. Specific requirements will be made available and discussed well ahead of time.

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

**Final Examination or Evaluation**

**FINAL EXAM: Thursday, December 12, 9:45am-12:00pm (15% of grade):** Quote analysis and essays covering the theme of the past weeks. You will be given quotes from primary sources we discussed to analyze in terms of key issues of the
class; and you will be given a choice of essay questions based on the "Learning Objectives" at the beginning of each chapter of The West. More details will be provided before the final exam. NO NOTES OR BOOKS, BUT YOU MAY BRING 1 PIECE OF NOTEBOOK PAPER (8x11) WITH HANDWRITTEN NOTES ON BOTH SIDES. YOU'LL TURN THE NOTEBOOK PAPER IN WITH YOUR EXAM.

Grading Information

Assessment
Central to the study of Western Civilization is the ability to use methods of the historian to identify, analyze and compare different historical perspectives and systems. Students will be assessed on their mastery of basic information from the textbook through chapter quizzes. A portion of the class grade will be based on thoughtful analysis of a variety of historical sources, which will be assessed through in-class exercises and long-term projects. Students will also be expected to identify, synthesize and compare key phenomena in their essays and exams.

Determination of Grades
Grades on assignments will be regularly updated on Canvas. You can always email with questions about your current grade.

Letter grades are assigned as follows:
A plus = 97 to 100 points
A = 93 to 96.99 points
A minus = 90 to 92.99 points
B plus = 87 to 89.99 points
B = 83 to 86.99 points
B minus = 80 to 82.99 points
C plus = 77 to 79.99
C = 73 to 76.99 points
C minus = 70 to 72.99 points
D plus = 67 to 69.99
D = 63 to 66.99 points
D minus = 60 to 62.99 points
F = below 60 points

Weighting of Assignments
Quizzes: 10%; Participation: 30%; Midterm Exam: 15%; Final Exam: 15%; Essays: 30% total (15% each).

Extra Credit Opportunities
(can raise your final grade by up to 2%): Write a 3-page essay connecting a current news article or item of art or entertainment to issues and events studied in our class. The essay could explore various ways that knowledge of these past eras illuminates your thinking about this current moment. If you're interested in this option, come see me to work out the details.

**Policy on Late Work**

Late papers will be marked down 1/3 grade for each day late. For example, a B will be reduced to a B- if turned in one day late. I do not grant extensions except in cases of unforeseeable circumstances. If such circumstances arise, you should contact me immediately.

**Classroom Protocol**

You are expected to arrive to class on time. Do not use cellphones, texting, or email in class. You may bring food to class.

**University Policies**

Per University Policy S16-9 (http://www.sjsu.edu/senate/docs/S16-9.pdf), relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/”. Make sure to visit this page, review and be familiar with these university policies and resources.

**Hist10A-01 / Western Civilization, Fall 2019 Schedule**

*The schedule is subject to change with fair notice via email and in class.*

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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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<tr>
<td>1</td>
<td>Aug. 21</td>
<td><strong>Introduction: Why study the ancient past?</strong></td>
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<td>2</td>
<td>Aug. 26</td>
<td><strong>PART I: FROM STONE AGE TO THE END OF ROME</strong></td>
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<td><strong>Piecing together the clues</strong></td>
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<td>Due by 10:00AM:</td>
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<td>1) Take the Practice Quiz. Find under &quot;Assignments&quot; or &quot;Quizzes.&quot;</td>
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| 2    | Aug. 28 | **Civilizations: Why Bother?**  
Reading: *The West*, Chs. 1 and 2  
DUE BY 10:00 AM: Online Quizzes on Chs. 1 and 2 at Canvas  
Note: For all textbook readings, use the "Learning Objectives" at the beginning of the chapter to guide your reading. |
| 3    | Sep. 2 | **LABOR DAY (NO CLASS)** |
| 3    | Sep. 4 | **Power and Friendship in Ancient Sumer**  
Reading: "The Epic of Gilgamesh," LINK IN CANVAS  
DUE: Document Investigation (form and instructions available under "Assignments" at course website)  
Note: All readings for Document Investigations can be found at MyHistoryLab, either by going to the appropriate page in the etext, or going to “REQUIRED Primary Source Documents to Investigate”  
Note: You should type up a document investigation sheet for every primary source you read, and bring it to class. You should keep all of your document investigations together in a notebook. I'll collect one early in the semester to give you feedback, and also at least once more during the semester (you can think of these as pop quizzes). You'll turn them all in at the end of the semester as a portfolio. |
| 4    | Sep. 9 | **Ancient Babylon: What can we learn from law codes?**  
Reading: "The Code of Hammurabi," LINK IN CANVAS  
DUE: Document Investigation (form and instructions available under "Assignments") |
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| 4    | Sep. 11| **War and Peace in Ancient Greece**  
Reading: *The West*, Chs. 3 and 4  
DUE BY 10:00AM: Online Quizzes on Chs. 3 and 4 at Canvas |
| 5    | Sep. 16| **Greek Experiments**  
Reading: Plutarch, "Life in Sparta," LINK IN CANVAS; AND  
Thucydides, "Pericles Funeral Oration," LINK IN CANVAS  
DUE: Document Investigation for each source (form and instructions available under "Assignments") |
| 5    | Sep. 18| **The World According to the Greeks**  
No new reading due |
| 6    | Sep. 23| **Rome: From Republic to Empire**  
Reading: *The West*, Chs. 5 and 6  
DUE BY 10:00AM: Online Quizzes on Chs. 5 and 6 at Canvas |
| 6    | Sep. 25| **Romanitas: Being Roman**  
Reading: Livy, "The Rape of Lucretius and the Origins of the Republic," LINK IN CANVAS; AND Polybius,"Why Romans and not Greeks Govern the World" LINK IN CANVAS.  
DUE: Document Investigation for each source (form and instructions available under "Assignments") |
| 7    | Sept. 30| **Midterm Examination**  
Bring 1 large green book. You can use bring a piece of notebook paper (8x11) with with handwritten notes on both sides |
| 7    | Oct. 2 | **PART II: INVESTIGATING ANCIENT ANSWERS TO BIG QUESTIONS**  
Reading: Assigned readings by your philosopher.  
Start preparing for Philosophical Dialogue:  
Students will explore in depth major Greek and Roman philosophers. Guidelines and readings will made available and discussed well ahead of time.  
DO NOT MISS CLASS! |
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<tr>
<td>8</td>
<td>Oct. 7</td>
<td>No Class</td>
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<tr>
<td>8</td>
<td>Oct. 9</td>
<td>Preparing for Philosophical Dialogue</td>
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<td>DO NOT MISS CLASS!</td>
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<td>9</td>
<td>Oct. 14</td>
<td>Philosophical Dialogue</td>
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<td>DO NOT MISS CLASS!</td>
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<td>9</td>
<td>Oct. 16</td>
<td>Wrap up of Philosophical Dialogue and the Ancient World</td>
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<td>DO NOT MISS CLASS!</td>
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<td>10</td>
<td>Oct. 21</td>
<td>PART III: THE RISE AND FALL OF MEDIEVAL EUROPE</td>
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<td>New Civilizations in the Empire: The Rise of Christianity</td>
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<td>Reading: <em>The West</em>, Ch. 7, pp. 189-197</td>
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<td>NOTE: no quiz due until Apr. 2</td>
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<td>10</td>
<td>Oct. 23</td>
<td>WRITING WORKSHOP</td>
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<td>DUE AT THE BEGINNING OF CLASS (bring hardcopy to class): 3-page essay on two philosophers from the Philosophical Dialogue. Guidelines will be passed out well ahead of time.</td>
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<td>11</td>
<td>Oct. 28</td>
<td>The Roman Empire Falls Apart?</td>
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<td>Reading: <em>The West</em>, Ch. 7, pp. 197-217; ch. 8 (all)</td>
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<td>DUE BY 10:00AM: Online Quizzes on Chs. 7 and 8 at Canvas</td>
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<td>11</td>
<td>Oct. 30</td>
<td>Who were the barbarians at the gates?</td>
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<td>No new reading; get started on next readings</td>
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<td>DUE AT BEGINNING OF CLASS: (submit online on Canvas and hard copy to professor): Revised essay (plus draft/peer review form/AND typed paragraph on what you revised—or decided not to revise and why.)</td>
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| 12   | Nov. 4   | **Early Medieval Worlds**  
Reading: "Prologue of the *Corpus Juris Civilis,*" LINK IN CANVAS; AND "The Holy Qu'ran," LINK IN CANVAS, AND Einhard, "Life of Charlemagne," LINK IN CANVAS.  
DUE: Document Investigation for each source (form and instructions available under "Assignments") |
| 12   | Nov. 6   | **A Medieval Synthesis**  
Reading: *The West,* Chs. 9 and 10  
DUE BY 10:00AM: Online Quizzes on Chs. 9 and 10 at Canvas |
| 13   | Nov. 11  | **VETERANS DAY—NO CLASS** |
| 13   | Nov. 13  | **Faith and Reason in the Middle Ages**  
Reading: Fulcher of Chartres, "Chronicle of the First Crusade" LINK IN CANVAS; AND " Professor Abelard Confronts Bernard of Clairvaux, c. 1140," LINK IN CANVAS  
DUE: Document Investigation for each source (form and instructions available under "Assignments") |
| 14   | Nov. 18  | **From Pestilence to Renaissance**  
Reading: *The West,* Chs. 11 and 12  
DUE BY 10:00AM: Online Quizzes on Chs. 11 and 12 at Canvas |
| 14   | Nov. 20  | **From Pestilence to Renaissance (con't)**  
Reading: *Flagellants Attempt to Ward Off the Black Death,* 1349, LINK IN CANVAS; AND University of Paris Medical Faculty, *Writings on the Plague,* LINK IN CANVAS; NOTE: Just read first few pages--stop at "68. The Astrological Causes of the Plague, Geoffrey De Meaux."  
DUE: Document Investigation for each source (form and instructions available under "Assignments") |
| 15   | Nov. 25  | **PART IV: HOW DARK WERE THE DARK AGES?**  
**Start preparing for Scholastic Debate**  
Students will develop arguments about how key phenomena of the Middle Ages fit (or don't fit) into the history of Western Civilization. Guidelines and readings will be made available and discussed well ahead of time.  
DO NOT MISS CLASS! |
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<tr>
<td>15</td>
<td>Nov. 27</td>
<td>THANKSGIVING—NO CLASS</td>
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<td>16</td>
<td>Dec. 2</td>
<td>Prepare for Scholastic Debate&lt;br&gt;DO NOT MISS CLASS!</td>
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<tr>
<td>16</td>
<td>Dec. 4</td>
<td>Scholastic Debates&lt;br&gt;DO NOT MISS CLASS!</td>
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<tr>
<td>16</td>
<td>Dec. 9</td>
<td>Scholastic Debates; Conclusions&lt;br&gt;DO NOT MISS CLASS!</td>
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<td>ALSO DUE ON CANVAS BY 10:00AM ON DECEMBER 9:&lt;br&gt;PORTFOLIO OF DOCUMENT INVESTIGATIONS</td>
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<td>Final Exam</td>
<td>THURS., DEC. 12</td>
<td>FINAL EXAM  &lt;br&gt;Bring 1 large green book (passage analysis; essays on themes from reading/lecture/discussion.)</td>
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<td>9:45AM-12:00PM</td>
<td>DUE ON CANVAS AT 5:00PM ON SATURDAY DECEMBER 14:&lt;br&gt;*SECOND PAPER (5 PAGES) based on one debate topic</td>
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