

**San José State University
History Department
Hist10A-01 (28502), Western Civilization, Spring 2022**

ZOOM LINK:

<https://sjsu.zoom.us/j/81928036298?pwd=YVJLL08rRjBYWGxHQWIRdVJXY2hSdz09>

Password: 673791

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 12:00pm-1:00pm
Due to university COVID precautions:
office hours will be held Via Zoom:
<https://sjsu.zoom.us/j/87600341061?pwd=VjdldVd2cWRaOEFvSVJxcnZ4L1NiZz09>
Passcode: 601016

Also via email and by appointment

Class Days/Time: MW, 1:30PM-2:45PM

Classroom **January 26-February 9:**
<https://sjsu.zoom.us/j/81928036298?pwd=YVJLL08rRjBYWGxHQWIRdVJXY2hSdz09>
Password: 673791

Beginning February 14: DMH 163

GE/SJSU Studies Category: GE Area D

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.

This class will be taught remotely, synchronously through the week ending February 11. That means that we will meet via Zoom at the scheduled class time. You are expected to participate in this class as you would if we were meeting face-to-face. Beginning on February 14, it will be taught in person. During class, both remote and in person, I will introduce material and students will participate in active discussion and analysis of the material.

IF YOU HAVE ANY TECHNOLOGICAL ISSUES (FOR EXAMPLE, NO MIC) PLEASE LET ME KNOW AND WE'LL FIGURE OUT A WORK AROUND (FOR EXAMPLE, CONTRIBUTING VIA THE ZOOM CHAT OR BORROWING EQUIPMENT). SJSU has a free equipment loan program (<https://www.sjsu.edu/learnanywhere/equipment/index.php>) available for students.

Course Goals and Student Learning Objectives

GE Learning Outcomes (GELO)

This GE (Area D) 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. demonstrate understanding of the ways in which social institutions, culture, and environment shape and are shaped by the behavior of individuals, both past and present (GELO 1);
2. place contemporary social developments in cultural, environmental, geographical, or historical contexts (GELO 3);
3. draw on social/behavioral science information from various perspectives to formulate applications appropriate to contemporary social issues (GELO 4);

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

4. compare and contrast the dynamics of two or more social groups or social systems in a variety of historical and/or cultural contexts (GELO 2).

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

1) Frankforter and Spellman, *The West: A Narrative, Volume One: to 1660*, Third Edition, loose leaf (ISBN 9780205241071). **Available for purchase at the Spartan Bookstore or on the Spartan Bookstore website.**

[NOTE: This book is available an e-text at <https://www.pearson.com/store/p/west-the-a-narrative-history-combined-volume/P100003099743/9780205921966>]

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 1:00 PM 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 1:00 pm 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, MARCH 7 (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 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, 2 PAGES, (10% of grade)**

*** DUE APRIL 4, AT THE BEGINNING OF CLASS, BRING HARD COPY TO CLASS FOR PEER REVIEW (10% of grade):** Essay on philosopher from the Philosophical Dialogue group projects. In this essay, you will choose one quote from your philosopher to analyze his views. Specific requirements are posted on Canvas and discussed well ahead of time.

***DUE APRIL 11, REVISED ESSAY, submit on Canvas at 1:00pm; put in comments on Canvas** a 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 share a draft with me and participate in the peer review on April 4.

- 4) SECOND ESSAY, DUE 5:00PM ON SUNDAY, MAY 22 ON CANVAS (5 PAGES) (20% of grade):** 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 are posted on Canvas.
- 5) FINAL EXAM, FRIDAY, MAY 20, 12:15PM-2:30PM (20% 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 on Canvas at 1:00 pm on days we read primary sources: Complete thoughtfully a "Document Investigation" form (form and instructions available under "Assignments" at course website) for each source assigned.
 - You'll get credit for completing each one (partial credit if you complete it late).
 - I'll grade 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.").
 - At the end of the semester, I will review all of your document investigations. All of this will be part of your overall participation grade.
 - Because the document investigations require you to interpret documents, you will be graded on thoughtfulness and effort, as well as accuracy.

- **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 beginning March 16 and the debates beginning May 9. You will be assessed not only on the final product but on the process by which you got there. Specific requirements are available on Canvas and will be discussed well ahead of time.

If you have any technological issues (such as no mic), please let me know so we can figure out how to work around that.

This course focuses on learning through active engagement. The first five class sessions, held over Zoom, will be recorded and I'll post those recordings on Canvas. These will be an excellent resource if you want to review a class meeting or if you have to miss class. But viewing these recordings is not a replacement for participation. No in person classes will be recorded. If you have circumstances beyond your control that lead to you missing many classes, please talk to me as soon as possible so we can decide what sort of adjustments are appropriate for you to make up your participation

“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, FRIDAY, MAY 20, 12:15PM-2:30 PM (20% 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: 25%; Exams: 35% ; Essays: 30%.

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.

In order to get final grades in on time, the second essay will not be accepted late except in emergency 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) (<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](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>. Make sure to visit this page, review and be familiar with these university policies and resources.

Recording Zoom Classes

This course or portions of this course (i.e., lectures, discussions, student presentations) will be recorded for instructional or educational purposes. The recordings will only be shared with students enrolled in the class through Canvas. The recordings will be deleted at the end of the semester. If, however, you would prefer to remain anonymous during these recordings, then please speak with the instructor about possible accommodations (e.g., temporarily turning off identifying information from the Zoom session, including student name and picture, prior to recording).

Students are not allowed to record without instructor permission

Students are prohibited from recording class activities (including class lectures, office hours, advising sessions, etc.), distributing class recordings, or posting class recordings. Materials created by the instructor for the course (syllabi, lectures and lecture notes, presentations, etc.) are copyrighted by the instructor. This university policy (S12--7) is in place to protect the privacy of students in the course, as well as to maintain academic integrity through reducing the instances of cheating. Students who record, distribute, or post these materials will be referred to the Student Conduct and Ethical Development office. Unauthorized recording may violate university and state law. It is the responsibility of students that require special accommodations or assistive technology due to a disability to notify the instructor.

Hist10A-01 / Western Civilization, Spring 2022 Schedule

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

Table 1 Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	Jan. 26 (via Zoom)	Introduction: Why study the ancient past?
2	Jan. 31 (via Zoom)	<u>PART I: FROM STONE AGE TO THE END OF ROME</u> Piecing together the clues
2	Feb. 2 (via Zoom)	Civilizations: Why Bother? Reading: <i>The West</i> , Chs. 1 and 2 DUE BY 1:00 PM: 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	Feb. 7 (via Zoom)	Power and Friendship in Ancient Sumer Reading: "The Epic of Gilgamesh," LINK IN CANVAS DUE BY 1:00 PM ON CANVAS: Document Investigation (form and instructions available under "Assignments" at course website) Note: You should type up a document investigation sheet for every primary source you read and submit it on Canvas. I'll grade 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). I'll also review all of your submissions at the end of the semester.
3	Feb. 9 (via Zoom)	Ancient Babylon: What can we learn from law codes? Reading: "The Code of Hammurabi," LINK IN CANVAS DUE BY 1:00 PM ON CANVAS: Document Investigation (form and instructions available under "Assignments")
4	Feb. 14 (begin in-person meetings)	War and Peace in Ancient Greece Reading: <i>The West</i> , Chs. 3 and 4 DUE BY 1:00 PM: Online Quizzes on Chs. 3 and 4 at Canvas

Week	Date	Topics, Readings, Assignments, Deadlines
4	Feb. 16	Greek Experiments Reading: Plutarch, "Life in Sparta," LINK IN CANVAS; AND Thucydides, "Pericles Funeral Oration," LINK IN CANVAS DUE BY 1:00 PM ON CANVAS: Document Investigation for each source (form and instructions available under "Assignments")
5	Feb. 21	The World According to the Greeks No new reading due
5	Feb. 23	Rome: From Republic to Empire Reading: <i>The West</i> , Chs. 5 and 6 DUE BY 1:00 PM: Online Quizzes on Chs. 5 and 6 at Canvas
6	Feb. 28	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 BY 1:00 PM ON CANVAS: Document Investigation for each source (form and instructions available under "Assignments")
6	Mar. 2	Open Office Hours; Time to study for midterm exam
7	Mar. 7	Midterm Examination *analysis of quotes/ essays on themes from reading/lecture/discussion.
7	Mar. 9	<u>PART II: INVESTIGATING ANCIENT ANSWERS TO BIG QUESTIONS</u> 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!
8	Mar. 14	Preparing for Philosophical Dialogue DO NOT MISS CLASS!

Week	Date	Topics, Readings, Assignments, Deadlines
8	Mar. 16	Philosophical Dialogue DO NOT MISS CLASS!
9	Mar. 21	Wrap up of Philosophical Dialogue and the Ancient World DO NOT MISS CLASS!
9	Mar. 23	<u>PART III: THE RISE AND FALL OF MEDIEVAL EUROPE</u> New Civilizations in the Empire: The Rise of Christianity Reading: <i>The West</i> , Ch. 7, pp. 189-197 NOTE: no quiz due until April 6.
10	Mar. 28- Mar. 30	SPRING BREAK
11	Apr. 4	WRITING WORKSHOP Peer Review in Class <u>DUE AT THE BEGINNING OF CLASS</u> (bring hardcopy to class): 2-page essay on philosopher from the Philosophical Dialogue. Guidelines are posted on Canvas and will be discussed well ahead of time (5 points deducted for not bringing draft or participating in peer review).
11	Apr. 6	The Roman Empire Falls Apart? Reading: <i>The West</i> , Ch. 7, pp. 197-217; ch. 8 (all) DUE BY 1:00 PM: Online Quizzes on Chs. 7 and 8 at Canvas
12	Apr. 11	Who were the barbarians at the gates? No new reading; get started on next readings <u>DUE AT 1:00 PM ON CANVAS: Revised essay</u> (plus provide in Comment section on Canvas <u>paragraph on what you revised—or decided not to revise and why.</u>)
12	Apr. 13	Early Medieval Worlds Reading: "Prologue of the <i>Corpus Juris Civilis</i> ," LINK IN CANVAS; AND "The Quran," LINK IN CANVAS, AND Einhard, "Life of Charlemagne," LINK IN CANVAS. DUE AT 1:00 PM ON CANVAS: Document Investigation for each source (form and instructions available under "Assignments")

Week	Date	Topics, Readings, Assignments, Deadlines
13	Apr. 18	A Medieval Synthesis Reading: <i>The West</i> , Chs. 9 and 10 DUE BY 1:00 PM: Online Quizzes on Chs. 9 and 10 at Canvas
13	Apr. 20	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 AT 1:00 PM ON CANVAS: Document Investigation for each source (form and instructions available under "Assignments")
14	Apr. 25	From Pestilence to Renaissance Reading: <i>The West</i> , Chs. 11 and 12 DUE BY 1:00 PM: Online Quizzes on Chs. 11 and 12 at Canvas
14	Apr. 27	From Pestilence to Renaissance (con't) Reading: <i>Flagellants Attempt to Ward Off the Black Death</i> , 1349, LINK IN CANVAS; AND University of Paris Medical Faculty, <i>Writings on the Plague</i> , LINK IN CANVAS; NOTE: Just read first few pages--stop at "68. The Astrological Causes of the Plague, Geoffrey De Meaux." DUE AT 1:00 PM ON CANVAS: Document Investigation for each source (form and instructions available under "Assignments")
15	May 2	<u>PART IV: HOW DARK WERE THE DARK AGES?</u> 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!
15	May 4	Prepare for Scholastic Debate DO NOT MISS CLASS!
16	May 9	Scholastic Debates DO NOT MISS CLASS!

Week	Date	Topics, Readings, Assignments, Deadlines
16	May 11	Scholastic Debates DO NOT MISS CLASS!
17	May 16	Conclusions and Exam Review <u>DUE ON CANVAS AT 5:00PM ON SUNDAY MAY 22:</u> *SECOND PAPER (5 PAGES) based on one debate topic
Final Exam	FRIDAY, MAY 20, 12:15PM-2:30 PM	FINAL EXAM *quote analysis; essays on themes from reading/lecture/discussion.