

HST101H HISTORY OF WESTERN CIVILIZATION I HONORS (16809)

Portland Community College Spring 2011 T/Th 3:00-5:00

Instructor: Sylvia Gray; **Phone:** (503) 977-4073; **Email:** sgray@pcc.edu

Web Page: www.pcc.edu/staff/sgray (or find my name on PCC website; click web icon)

Office: Syl SS 215, H77; **Office Hours:** W/Th 10:00-11:00; M-Th 1:00-1:30; Th 2:00-3:00

Western Civilizations: Ancient World to Early Medieval Europe Honors (4 credits)

This is the honors version of HST 101. Studies the ancient civilizations of Mesopotamia, Egypt, Greece, and Rome. Covers development of Judeo-Christian beliefs, early Islamic civilization, Byzantine civilization, and early medieval Europe. Prerequisites: WR 115, RD 115, and MTH 20 or equivalent placement test scores. GPA 3.25 minimum..

Required Materials [copies are on reserve in the library except for *Writing History*]:

Levack, Brian, et al. *The West: Encounters & Transformations*. NY: Pearson/Longman, 2007. [ISBN 0-321-36404-X]

Storey, William Kelleher. *Writing History: A Guide for Students*. 3rd Edition. Oxford University Press, 2008. [ISBN 9780195337556]. [Other editions are fine, but the most recent will reflect new technologies.]

Gray, Sylvia. *Ask the Ancients: Astonishing Advice for Daily Dilemmas*. Xlibris, 2008 [ISBN 978-1-4363-1277-6]

Course Outcomes:

- Articulate an understanding of key events in the history of the ancient world and early medieval Europe and use critical thinking in order to evaluate historical changes and their impact on western civilization.
- Recognize the different groups that interacted in the ancient world and early medieval Europe in order to evaluate and appreciate their historical contributions to western civilization.
- Identify the influence of culturally-based practices, values, and beliefs to assess how historically defined meanings of difference affect human behavior.
- Communicate effectively using historical analysis.
- Connect the past with present-day events to enhance contemporary understanding and encourage civic activities.
- Evaluate and critique historical scholarship
- Assess the historiography of a selected subject by evaluating the relevant historical context and by utilizing primary and secondary sources

Evaluation:

5*	Scholarly article review
20*	Book Review
5**** each	Outlines for essay questions (do at least 4*)
10** each	Choose two of the essays and write out the complete answers
15*	Class discussions and general participation

Required but flexible credit (20 more points) [you may do more to build up 10 more points of class credit]

5 each	Attend an event and do a write-up
5 each	Do more essay outlines
10	Oral presentation
5	Time line
5 each	Documentary (2 max)
5	One movie
20	Service-Learning project

Work Standards: Classwork is all expected to be organized, well-written, properly punctuated, and of generally good quality. Please indent, double-space, avoid extra space between paragraphs, check your spelling, etc.

Email: Please check your mypcc email daily!

Required assignments not handed in: I will subtract points from your grade.

Attendance: This class depends on your attendance and participation. Show up! Be ready to discuss!

Withdrawal: It is your responsibility to withdraw from this course if you decide not to finish.

Plagiarism: All written work in this course must be your own, and if you quote, use quotation marks and include an appropriate citation. Here is a brief guide for citing sources (<http://www.pcc.edu/library/tutorials/citing.htm>). See PCC's policies on plagiarism (http://www.pcc.edu/pcc/abt/rights/student_rights/integrity.htm)

Students with Disabilities: If you need special consideration, please contact the office for Students with Disabilities (971.722.4341) and talk to me early in the term. I will be happy to accommodate you.

REQUIRED WEB READINGS:

In all cases, come to class with a question for discussion and an interesting observation!

SUMERIANS: *Epic of Gilgamesh* (most crucial 1 and 2)

<http://www.ancienttexts.org/library/mesopotamian/gilgamesh/tab1.htm>

AKKADIANS: Legend of Sargon http://history-world.org/legend_of_sargon.htm

Enheduanna's poetry (read some selections): <http://www.transoxiana.org/0108/roberts-enheduanna.html> or <http://www.zyworld.com/DrBernardSButler/Enheduannas%20Poems.htm>

OLD BABYLONIANS: <http://eawc.evansville.edu/anthology/hammurabi.htm> *Code of Hammurabi*

ANCIENT EGYPT: <http://jennycarrington.tripod.com/JJSinuhe/> *Story of Sinuhe* [click on "Translation"]

HEBREWS: Book of Exodus <http://www.mechon-mamre.org/e/et/et0201.htm> (most crucial: 3, 20, 21)

GREEKS: We'll choose between several possibilities as a class: Sophocles' *Antigone*? Plato's *Symposium*? Plutarch's *Life of Alexander*?

ROMANS: *Res Gestae Divi Augustus* http://webu2.upmf-grenoble.fr/Haiti/Cours/Ak/Anglica/resgest_engl.htm and we'll choose between Plutarch's *Lives of the Gracchi Brothers*? *Life of Marius*? Suetonius' *Julius Caesar, Augustus, Claudius*? or other.

EARLY CHRISTIANITY: Read the *Gospel of Mark* and *Epistle to the Galatians*. Any standard translation will be fine. <http://bible.org/netbible/index.htm>

GROWTH OF CHRISTIANITY:

Gospel of Thomas excerpts: <http://users.misericordia.edu/davies/thomas/Trans.htm>;

Diary of Perpetua:

http://www.amyrachelpeterson.com/Groups/1000004968/Saint_Perpetua/Perpetua_The_Martyr/Read_Perpetuas_Prison/Read_Perpetuas_Prison.aspx

MEDIEVAL CHRISTIANITY: Read excerpts from the *Rule of St. Benedict*

<http://www.ccel.org/ccel/benedict/rule2/files/rule2.html>

ISLAM: Read three chapters of the Quran – you choose. <http://www.jannah.org/qurantrans/>

MEDIEVAL EUROPE: Read Einhard's *Life of Charlemagne* <http://www.fordham.edu/halsall/basis/einhard.asp>

ESTIMATED COURSE SCHEDULE (any changes will be announced in class and posted in mypcc):

WEEK I (January 10 and 12)

Subject: Introduction; Sumeria

Readings: *The West*: Preface; Chapter 1 [on Mesopotamia]; *Epic of Gilgamesh*; *Start Writing History*

Video: *Iraq, Cradle of Civilization*

WEEK II (January 17 and 19)

Subject: Akkadians, Old Babylonia; Egypt

Readings: *The West*: Chapter 1, continued. Enheduanna's writings; *Code of Hammurabi*; the *Story of Sinuhe*; ; Continue reading *Writing History*.

Video: *Egypt, Quest for Eternity*

WEEK III (January 24 and 26)

Subject: Age of Empires: Assyrians; Neo-Babylonians (Chaldeans); Persians; Hebrews ; Minoans, Mycenaeans

Readings: *The West* Chapter 2; *The Book of Exodus*; Be reading to discuss *Writing History* on January 26

WEEK IV (January 31 and February 2)

Subject: Greeks

Readings; For the next four weeks, read *The West* 3-6; *Ask the Ancients*, and chosen primary sources

WEEK V (February 7 and 9)

Subject: The Greeks

Readings: see Week IV

Video: *The Classical Ideal*

WEEK VI (February 14 and 16)

Subject: Alexander the Great and the Hellenistic World; The Roman Republic

Readings: See Week IV

Video: *In the Footsteps of Alexander*

WEEK VII (February 21 and 23 [Scholarly Article due February 23])

Subject: The Roman Empire

Readings: See Week IV; *Res Gestae Divi Augustus*

Video: *Julius Caesar's Rome*

WEEK VIII (February 28 and March 1)

Subject: The Rise of Christianity

Readings: The next few weeks, be reading *The West* Chapters 6-9- from page 288;

Bible, *Mark* and *Galatians*; *Gospel of Thomas*, *Diary of Perpetua*

Video: *From Jesus to Christ*: Volume IV

WEEK IX (March 6 and 8)

Subject: Heirs to Empire: Germanic Invasions, Byzantium, Islam

Readings: *Quran*; Video: *Islamic Art*

WEEK X (March 13 and 15 [Book Review due March 15])

Subject: The Early Medieval Period

Readings: Einhard's *Life of Charlemagne*

PROJECT PRESENTATIONS: March 20, 3:00-5:00

ESSAY QUESTIONS:

Pick two outlines and one full essay from the questions 1-4 (Set A); the same from questions 5-8 (Set B). See due dates and instructions below:

- **OUTLINES:** Write out a thesis statement (you may argue for or against, or modify the statement, as long as you address all the implied issues); then write an outline showing how you would make the argument and what topics and specifics you would include in the process. Use the study guide to help you.
- **ESSAYS:** 3-5 pages. Include a thesis statement and back up your assertions with specific examples from the readings, lectures, or films. Citations are not needed unless you quote verbatim.

SET A: Outline 2 of these and write a full essay on one of them (see instructions above)

1. Due January 19: Enumerate many of the cultural contributions made by the Ancient Mesopotamians and describe their importance (or lack of it) for our current culture. (This covers the period pre-3000 to 1500BCE).

2. Due January 26: The Egyptian system worked so well that Egyptians really didn't need or offer input to other cultures surrounding them. (i.e. please describe the Egyptian system as it developed and discuss the relationship Egypt had with outlying areas. This should cover roughly 3000 to 1000 BCE.)

3. Due February 2: The Jews' contributions to humanity far outweigh those of the Assyrians, Neo-Babylonians, and Persians, although one could never have predicted this during those periods of empire. (Please list characteristics and contributions of each society and then compare and contrast. Deal with each at their most powerful.)

4. Due February 9: The ancient Greeks were amazingly logical, creative, and moral. (c.800-350 BCE)

SET B: Outline 2 of these and write a full essay on one of them (see instructions above)

5. Due February 16: While Alexander the Great's conquests may not have been exactly moral, he actually did the world a big favor. (Treat this topic from about 350 BCE and include information about the Hellenistic period which followed.)

6. Due February February 28: The Romans conquered the Mediterranean world almost by accident – certainly not by plan – and their rule was essentially beneficent. (Deal with Rome from its inception to its “fall.”)

7. Due March 6: Christianity arose and prospered because it took care of its adherents and was open to everyone. (Be sure to include comparisons with other current religions and talk about the historical context.)

8. Due March 15: The Early Medieval period (500-1000) has been rightly termed “The Dark Ages” and resulted from the invasions of the “barbarians.” It is a good thing that Byzantium and the Islamic world continued to preserve western culture. (Include info on the Early Medieval period and on both Byzantine and Islamic culture.)

YOUR GRADES WILL BE ASSIGNED ON THE FOLLOWING BASIS:

A Thorough reflection of what we have covered in class and readings:

- Addresses the statement fully
- Backs up assertions with many specific examples drawn from the study guide
- Includes proper chronology and general dates
- Mentions primary sources
- Manages to include tangential items
- Shows evidence of thoughtful or creative analysis
- Addresses objections that might be raised

B Approaches A standards but lacks in some of the following aspects:

- Number of specifics from study guide
- Chronology and general dates
- Tangential items
- Complete, thoughtful, or creative analysis
- Addressing of objections

C Shows evidence of familiarity with the topic but lacks:

- Many specifics
- Good analysis
- Addressing objections

D Glimmers of evidence that some minimal information has made it through.

HST 101 STUDY GUIDE

Below are the large themes we have covered and some specifics we have highlighted. Be sure to include many of these as you prepare your outlines and essays.

NEOLITHIC REVOLUTION AND MESOPOTAMIA

Specifics: “Civilization”; Neolithic Revolution: “Mother Goddess” religion, Fertile Crescent, Catal Huyuk and Jericho; Mesopotamia: Tigris and Euphrates, Sumerians, “Firsts,” cuneiform, Uruk, Sumerian King List, “Great Flood,” Epic of Gilgamesh, Sargon of Akkad, Enheduanna; Amorites, Old Babylonians, Hammurabi, Code of Hammurabi

Themes: What were the marks of early “civilization”? Where and how did it all start? What are some of the clues we use to help us understand the past? What were characteristics of Mesopotamian civilization? How was society organized? What was its contribution to western civilization?

ANCIENT EGYPT

Specifics: Nile, Narmer Palette, Pyramids at Giza, hieroglyphs, Pharaohs, Isis/Osiris myth and ideas about death; Memphis and Thebes; Old Kingdom, Middle Kingdom, and New Kingdom, with two Intermediate Periods; Hyksos; Temples and tombs; Hatshepsut, Thutmose III, Akhenaton, Tutankhamen, Ramses II.

Themes: What were characteristics of Egyptian civilization? How was society organized? What was Egypt’s relation to the rest of the world?

ASSYRIANS, CHALDEANS, PERSIANS, AND JEWS

Specifics: Sea Peoples, 1200 BCE, Assyrians: Assurnasirpal, Senaccherib, Assurbanipal, methods of empire building, Nineveh and Ashur; Chaldeans (Neo-Babylonians), Nebuchadnezzar; Persians: Cyrus, methods of empire building, Zoroastrianism; Hebrews (Israelites, Jews): monotheism, YHWH, Abraham, Moses, Torah, Ten Commandments, David, Solomon, Israel vs. Judah, Assyrian takeover; Hezekiah, Babylonian Captivity, return under Persians, Dead Sea Scrolls; Canaanites (Phoenicians); Philistines

Themes: What were the characteristics of each of these groups? How were they interrelated? What were the contributions of each to the western tradition?

MINOANS, MYCENAEANS, GREEKS

Minoans and Mycenaens: Crete, Knossos, art, general marks of Minoan civilization, Mycenae, Linear A and Linear B, Marks of Mycenaen culture; Troy; Greeks: Dark Age; polis, Homer, Hesiod, Sappho, colonization and Pan-Hellenism, hoplites; Athens, Draco, Solon, Pisistratus (tyrants), Cleisthenes, democracy, Persian Wars, Marathon, Athenian League, Pericles, Parthenon, Aeschylus, Sophocles, Euripides, Classical Greek art; Sparta, Peloponnesian War; Philosophy: Pythagoreans, Sophists, Socrates, Plato, Aristotle.

Themes: What characteristics defined classical Greek civilization? What was different from other societies and political structures we have studied? How did the Greeks affect the western tradition?

HELLENISTIC WORLD

Philip of Macedon, Alexander and his conquests: Gordian Knot, Battles of Issus and Gaugamela, Tyre, Oracle of Zeus-Ammon; Alexandria: Lighthouse, Library, and Museum; Ptolemy and Egypt; the Seleucids; Euclid, Archimedes, Epicureanism, Stoicism, Koine Greek, Septuagint

Themes: What made the Greek world accept Alexander? What made Alexander effective? How do you interpret Alexander's conquests? How did his conquests affect the ancient Mediterranean world? What were some of the great cultural contributions that come out of this period?

ROMANS

Early Rome: Romulus and Remus; Rape of Lucretia; Tarquin and the Etruscans; Roman Republic: form of government, Concessions to the Plebs: Tribunes and the Twelve Tables; Carthage and the Punic Wars, Hannibal, and the outcomes; Roman Expansion; Dislocation, the Gracchi Brothers, Marius, Julius Caesar, Pompey, Marc Antony, Cleopatra. First and Second Triumvirates. Imperial Rome (Principate): Julio-Claudians, Octavian/Augustus, Res Gestae, Virgil, (Ovid, Caligula, Claudius, Nero – depending on reports), Five Good Emperors, Hadrian; Arch and Concrete; the Roman City, Pompeii, "Romanization"; Colosseum; Crisis of the Third Century, Diocletian

Themes: What were traits of the Roman Republic? What caused the dislocation which undermined it? What were the changes that Augustus made to the system? Was it really so bad to live under the Romans? What were the contributions the Romans made to the Mediterranean world?

CHRISTIANITY

Jesus and his historical context, "Sermon on the Mount," Apostle Paul and basic Christian doctrine; Persecutions, Perpetua, Constantine, Hagia Sophia, Council of Nicaea, St. Augustine, St. Benedict and Monasticism; Gregory the Great, Gregorian Chant, Romanesque Architecture; Early Middle Ages: Germanic Invasions, including Franks, Vandals, Visigoths, Ostrogoths.

Themes: Whom did Christianity appeal to and why? Why did Roman government have a problem with it? What can explain its remarkable growth even though it was essentially banned? What was the impact of the "Constantinian Turning Point"?

ROME'S THREE HEIRS: BYZANTIUM, ISLAMIC WORLD, EARLY MEDIEVAL EUROPE

Byzantine Empire, Justinian and Theodora, Corpus Iuris Civilis; Islam: Mohammed, Qur'an, Hijrah, Five Obligations, Mecca, Ibn Sinna, Scientific and Cultural developments; Romanesque Architecture; Charlemagne and the Carolingian Renaissance, Vikings; Norman Conquest: William the Conqueror, Domesday Book, Bayeux Tapestry; feudalism, manorialism.

Themes: What did the Germanic invasions have to do with the "fall" of Rome? How did each of the three powers who filled the vacuum left by defunct Rome meet the needs of the day? Were things "better" or "worse"? What role did religion play in each of the areas?

CLASS PROJECT (Scholarly Article due February 23; Book Review due March 15; class sharing on March 20):

- Read *Ask the Ancients* (be ready to discuss in class)
- Based on your reading, pick one topic, person, or event from the book to follow up on.
- Read at least one primary source that covers the topic.
- Find a scholarly article that talks about your chosen topic and write a response (see instructions below)
- Find a book that talks about your chosen topic and write a scholarly review (see instructions below).
- Share with the class what you have learned.

SCHOLARLY ARTICLE RESPONSE PAPER (5 POINTS, DUE)

- Search the JSTOR database through PCC's library for a scholarly article on a topic of interest that is related to this course.
- Read the article.
- In your 1-2 page response paper (typed, indented, double-spaced), include:
 - Publication information. Proper citation form can be found here:
http://www.pcc.edu/library/research/how_cite.html
 - Subject of article and thesis
 - Brief Summary
 - Your assessment:
 - What were the primary sources used to make the arguments?
 - Are the points well argued?
 - Can you detect bias?
 - What you learned in relation to your chosen topic
 - Your personal reaction

BOOK REVIEW (25 POINTS, DUE MARCH 15)

- Choose a book that touches on your chosen topic. If it is really long, read at least 200 pages of it.
- Write a 2-3 page review that includes the following:
 - Publication Information. Proper citation format can be found here:
http://www.pcc.edu/library/research/how_cite.html
 - Subject of the book
 - Major theme or thesis, or the author's motive for writing the book
 - Summary of the book
 - Your assessment:
 - What were the primary sources used to make the arguments?
 - Are the points well argued?
 - Can you detect bias?
 - [Be sure to include short quotations to illustrate your points]
 - What you learned in relation to your chosen topic
 - Your personal reaction to the book

BE PREPARED TO SHARE WHAT YOU LEARNED ON THE VERY LAST SESSION OF CLASS!

FLEXIBLE POINTS

TIME LINE (5 points) (due March 15):

This should be a *visual* representation of the time periods and empires we cover this term (i.e. from at least 3000 BCE to c. 1000CE). This assignment is to help you visualize the flow of history that we are considering. **Do not just make a list with names and dates!** Make it detailed enough to cover the periods but not so detailed that it confuses you. I grade on perceived usefulness and completeness, but I also take creativity into consideration.

EVENT ATTENDANCE, DOCUMENTARY, OR RELATED MOVIE (5 points) (Due March 15, latest)

Attend an approved event or watch a related (and approved) movie (*no more than one movie, no more than two documentaries*)

Please attach a ticket or program if possible. Response papers must include:

- details of the event, movie, or documentary (organization, speaker, director of movie, etc.)
- a brief summary
- connection to the course
- analysis: is it true to history? Is it biased?
- your personal response.

Possibilities:

Free lectures sponsored by the Archaeological Institute of America (AIA)

PSU School of Business auditorium. Parking is free after 7:00 PM in the PSU parking lots.

- January 13, 2012, Friday, 7:30: William Diebold, Reed College: "Some Carolingian Fears about Images"
- February 10th, 2012, 7:30, Mike Parker Pearson, University of Sheffield. "Stonehenge: New Discoveries"
- March 12th? Sunday 7:30; Andrew Dalby, Independent Scholar: "Roman Food History"

ORAL PRESENTATIONS AND APPROXIMATE WEEK (These can be a lot of fun! 10 points)

- See the following list for possible topics. If you have a better idea, don't hesitate to bring it up. You are responsible to arrange a topic and a date with the instructor. *The earlier the better!*
- Guidelines: About ten minutes. Include who, what, when, where, and historical significance.
- Try to make it fascinating. One approach would be to go to an encyclopedia or scholarly website for the basic information, and then look somewhere else to find further interesting things.
- Please hand in a sheet with your sources listed. (Wikipedia is fine only if you also use other sources.)

Week 2 (Mesopotamia, Egypt)

King Tut Hatshepsut Akhenaten Tutmosis III Ramses II

Weeks 4 and 5 (Greeks)

Sappho Hesiod Homer Pindar Aristophanes
Euripides Pythagoras Sophocles Aeschylus Aristotle

Week 7 (Alexander and Hellenistic World)

Alexandria Aristarchus Euclid Ptolemy I or II Epicureanism Stoicism

Week 7 and 8 (Romans)

Hannibal Cicero Sulla Livia Gracchi Brothers
Virgil Ovid Horace Caligula Trajan
Nero Cleopatra Claudius Hadrian Agrippina

Week 9: Christianity

St. Ambrose St. Augustine St. Benedict Council of Nicaea

Weeks 10 and 11 (Germans, Byzantium, Islam)

Vandals Ostrogoths Visigoths Huns Alcuin Mecca Justinian and Theodora

HISTORY SERVICE LEARNING PROJECT

(20 points; due March 15)

This project will require at least 10 hours of service at an approved site, an evaluation from the site, and a 3-4 page paper explaining what you learned and your reactions. You will also briefly tell the class about your experience. This can be a wonderful opportunity to both serve the community and learn some practical aspects of the discipline of history.

Projected Outcomes

- Gaining experience and knowledge in practical aspects of preserving or communicating history
- Contributing to the health of the community and the specific organization
- Reflecting on the experience and communicating it with others

Getting Started

- You are ultimately responsible to find your own placement. *You must do this early in the term.*
- Go to PCC's Service-Learning page www.pcc.eduservice-learning. Go to "Community Connector," and under "faculty" click on my name.
 - Two partner organizations which have had many of my students do successful projects are Oregon Nikkei Legacy Center, Washington County Historical Society and Museum, and more recently, Wings of Freedom. But do not hesitate to look into another site if it interests you more!
- Call the organization you are interested in volunteering for. (Since these organizations are run by volunteers, sometimes you will find that contact info has changed. If so, please inform me!) Say that you are a History of Western Civilizations student from PCC looking for a Service-Learning assignment. Explain your goals, *based on the "Projected Outcomes" section above* and if appropriate, mention the skills you would bring to the project and any time constraints you have.

Service Learning Project Requirements

- At the site, have an appointed **supervisor sign the placement agreement** at the beginning of the term, and return it to the instructor immediately
 - Make sure the supervisor understands the projected outcomes
 - Make sure your supervisor has read the back of the agreement, especially the section delineating obligations of the community site
 - Make sure the supervisor has clearly explained your duties
- Complete at least ten hours of volunteer work (*You should plan to act professionally and carry through with the commitment to your organization of choice. What you do or do not do reflects back not only on you but on me and PCC.*)
- At the end of your service, have the supervisor fill out the evaluation form
- Tell the class about your experience
- Write a 3-4 page essay (see guidelines below). Hand it in with the evaluation form.

Essay Guidelines

- Describe the organization, its mission, its core values (this may include its history, what services it provides, how it is funded, and how the organization plays a role in the community).
- Describe your activities and role as a volunteer. Was your service valuable to the organization?
- Discuss how your activities related to the discipline of history, and if possible find a link for how they intersected with this particular course.
- Discuss your own thoughts and feelings about the experience. What did you learn? Did you gain any insights? Did it change your outlook in any way?