

Syllabus
History 100-09 Western Civilization

Spring 2010, George Mason University

INSTRUCTOR: Mark R. Stoneman, Ph.D.

CLASS TIMES: Mon., Wed., Fri, 11:30–12:20 a.m., Innovation Hall 204

OFFICE HOURS: Mon., 10:15–11:15 in Robinson B 373B

MASON USERNAME: mstonema

COURSE BLOG: <http://hist100.wordpress.com>

BLACKBOARD: <http://courses.gmu.edu>

Description

100-level classes are so designated because they constitute beginnings, not because they are easy. These classes can actually seem harder than upper-level courses, because they cover a wide variety of material, and students are still learning the subject's basic vocabulary, assumptions, and techniques.

History 100 offers a one-semester overview of the history of Western Civilization. Students will read a number of books, including an abridged textbook, a document collection, a medieval epic, an early modern memoir by a Jewish mother, a political treatise by Gandhi, and some short works of fiction. The textbook will give us the big picture; the document collection will help us to understand a little of the evidence upon which historians base their interpretations of the past; and the other material will enable us to probe specific themes in more detail. Classes will vary in format and will include discussions, small group work, lectures, and sometimes film clips. All of this should add up to a challenging, but fruitful term, whether or not you think you are good at or even interested in history.

Requirements

Course grades will be determined by the following six components according to the percentages that follow them:

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| • Attendance and Participation | 15% |
| • Map Quiz (Europe today) | 5% |
| • Reading Quizzes (regular, but unannounced) | 15% |
| • Source Analysis Papers (2 @ 1.5 to 2 pages each) | 20% |
| • Midterm Exam (2 days, pt. 1 for basic facts, pt. 2 for analysis) | 20% |
| • Final Exam | 25% |

Attendance and Participation: I calculate this component of your grade in two steps. First, I figure out the percentage of classes you attended. I credit you for excused absences in this figure but dock you for unexcused absences and class time missed due to tardiness or leaving early. (See detailed attendance policy below.) Perfect attendance is worth a B. Regular, informed participation can raise this grade by up to a full letter grade. With perfect attendance, that would be an A. Of course, I realize that with a class this large, not everyone can talk all the time. Do your best, while giving others a chance to offer their ideas as well. Your attendance and

participation grade will contribute towards 15% of your grade in the course.

Map Quiz: There will be a map quiz of Europe today. You will be given an outline map and word bank. You will identify the names in the word bank on the outline map. For more information about this quiz, see the Map Quiz Study Guide [*forthcoming*]. The quiz is worth 5% of your grade in the course.

Reading Quizzes: I will often give quizzes at the very beginning of class, in order to make sure that everyone is doing the reading. Sometimes these quizzes will consist of a single question that you answer with a paragraph or in bullet points. Other times the quizzes might follow a multiple-choice or fill-in-the-blank format. These will be “surprise” quizzes, but you should count on them happening at least once a week. If you have an unexcused absence or come to class late, you will get a zero for that quiz. If you have an excused absence, it is up to you to reschedule the quiz as soon as you are back in action; otherwise you will earn a zero for it. (See detailed attendance policy below.) At the end of the semester I will drop your lowest quiz grade and average the rest. The result will be worth 15% of your grade in the course.

Source Analysis Papers: There will be two short writing assignments in which you analyze specific primary sources we are reading. In them you will present a clearly written, carefully considered answer to my question based on a close reading of the texts before you. Your answer will be 1.5 to 2 pages long, and you will email this analysis to me on the day it is due before midnight. I will give you the directions at least one week before each assignment is due. Grades will be based on both content and the clarity of your prose. Each essay is worth 10% of your grade in the course, that is, 20% altogether.

Midterm Exam: The midterm exam will consist of two parts and take place on two different days. The first part will test your mastery of the basic facts (who, what, when, where, why, and historical significance). It will follow a mixed format, using some multiple-choice questions, some fill-in-the-blank questions, and at least one historical map. You will write directly on the exam that I give you. The second part will be a traditional “blue book” exam. You will answer an analytical question in one long essay based on the material in the course. You will have at least three essay questions to choose from. For more information, see the Midterm Exam Study Guide on Blackboard [*forthcoming*]. Each part of the midterm is worth 10% of your grade in the course, that is, 20% altogether.

Final Exam: The final exam will follow a similar format, but all on the same day. The final exam is not cumulative. It will include only the material covered after the midterm exam. Please also note that this exam will take place during the special time assigned for this purpose by the university. (See the Spring 2010 Final Exam Schedule at <http://registrar.gmu.edu/calendars/2010SpringExam.html>.) For more information, see the Final Exam Study Guide on Blackboard [*forthcoming*]. The final exam is worth 25% of your grade in the course.

Grading

Grades for all assignments are based on a 100-point scale. You will either see that number on your quiz, paper, or exam, or you will see a letter grade. If you see a letter grade, please note that

I record that letter grade in my grade book thus: A = 95 (occasionally higher for particularly excellent work), A- = 92.5, A-/B+ = 90, B+ = 87.5, B = 85, B- = 82.5, B-/C+ = 80, C+ = 77.5, C = 75, C- = 72.5, C-/D+ = 70, D = 65, F = 55, and not submitting an assignment = 0.

I calculate course grades according to the weighting in the Requirements section above. The cutoff for an A in the course is a 93 average, for an A- a 90 average, for a B+ an 87.5 average, for a B an 83, for a B- an 80, for a C+ a 77.5, for a C a 73, for a C- a 70, and for a D a 60. Like everything else in this syllabus, these cutoff scores are nonnegotiable.

Course Updates

Course updates, handouts, and assignments will be posted to the course blog at <http://hist100.wordpress.com>. You are expected to visit it regularly. It is the main internet hub for the course. I plan to use Blackboard (<http://courses.gmu.edu>) only for material that I need to password protect, including lecture slides, some reading assignments, and any internet discussions for cancelled classes. I have, however, also provided a link to this blog from within Blackboard.

Communication

Communication outside of class and office hours will occur via email, which you are expected to check daily. To ensure that you receive a timely response, please follow these guidelines:

- Use my Mason email address from your own Mason account.
- Specify the course number in the subject line, along with whatever the topic is.
- When you email me an assignment, look for a receipt by the next day. If you do not get one, assume I never got the assignment.
- One exception to the email rule: You may, if you like, use the comments feature of the course blog, if your question or comment addresses that specific blog post. To do that you will have to provide your name and email address. I am the only one who will see your email address, but others can see your name. If you wish to protect your privacy, simply use your initials or first name instead.

Attendance

Attendance in class is mandatory. Normally I require documentation for absences resulting from illness; however, I would like to be a little bit flexible during flu season. Here are my policies about missing class. Please read them carefully.

- The exams and other assignments in this course are geared very closely towards what happens in class, so missing class is never a good idea. If you are sick, however, missing class is a great idea. You will prevent the spread of whatever you have, and you will get better more quickly.
- If you have flu-like symptoms, especially a fever, or if you are otherwise clearly sick, you need to contact the clinic or your family doctor. If they want you to come in, then you should be able to get documentation of that visit for me, although the student clinic might

resist, because it is feeling overworked right now. If you are able to obtain documentation, please show it to me.

- If the best course of action seems to be simply staying in bed, then do that. Only get attestation from the clinic or doctor if you actually need to visit them. (If you are unsure about whether or not to visit them, you can call them and ask.)
- The problem with the previous point is that sometimes you will not have documentation. That means I am going to have to give students a certain amount of leeway. If you are sick, tell me. Keep me updated. If you have documentation, please give it to me. If not, please explain why. In most cases, I will take your word for it, unless things seem to be getting out of hand. If I feel this is the case, I reserve the right to require documentation from you before I count the absence as excused. If you are getting sick that often, you should see a doctor anyway.
- I must have documentation if you miss the midterm exam or final exam. No exceptions.
- If you are participating in a school-sponsored sporting event or debate, you must present me with documentation prior to the event so that you do not get penalized for your absence. You must also schedule any makeup exam before you leave town. The only exception are surprise quizzes. Those you must reschedule as soon as you return to class. Source analysis assignments must still be turned in on time.
- Your work or training schedule is not a legitimate reason for missing class. Such absences will be considered unexcused.
- Students who add the class late cannot be penalized for absences prior to their enrollment; however, they are responsible for all of the material they missed. Catch up on your reading right away, and ask classmates for notes about what you have missed.
- Besides communicating with me about absences due to illness, you must also talk to or email me about rescheduling any missed exam or quiz. If you do not talk to me within a day of returning to class, you will get a “0” for the quiz or exam in question. Of course, I will only reschedule a missed exam or quiz for an excused absence.
- Do not ask me about getting notes for missed classes. While I will often post slides to Blackboard, it is your responsibility to get notes from a classmate.

In Class

When you are in class, you are expected to be there not only in body but also in spirit.

- Taking notes with your laptop is okay. Checking out Facebook, surfing the internet, and instant messaging are not. It does not matter how good you think you are at multitasking. I can tell the difference, and I will mark down your attendance and participation grade accordingly.
- The same goes for texting. You do not need your smart phone or PDA for anything during class, not even fact-checking, so do not let me see them.
- Bathroom visits in a short fifty-minute class should be extremely rare. While I realize that sometimes waiting is impossible, I do not expect to see the same students leaving the classroom on a regular basis. Students who regularly leave class like this will experience

an adverse impact on their attendance and participation grade.

- On those rare days when I show a film, I will ask that even laptops be turned off, because the light is distracting. On those days any notes you take will have to be on paper, though you should be able to get by with writing down notes after you leave class.

Late Work

Late work submitted during the semester will be marked down by as much as five points per day. No late work will be accepted after the final exam.

Honor System

Academic honesty is essential not only to the success of the course, but also to your academic and professional careers. Hence, you are expected to know what plagiarism is and abide by the GMU Honor System and Code at <http://www2.gmu.edu/academics/catalog/9798/honorcod.html>. Unfortunately, I often catch and report violations of this code in student papers and online discussions. If you are at all unclear about what constitutes plagiarism, please talk to me.

- The midterms and finals are “blue book” exams. You must purchase blue books for them at the bookstore and bring them to class completely empty. Any writing in the blue books from prior to the exam and any missing pages can be construed as an honor code violation. Bring clean, blank copies, and do not tear any pages out during the exams.
- To reduce any possible temptation towards weakness during quizzes and exams, these will frequently be given in multiple versions at the same time.

Special Accommodations

Students requiring an academic accommodation should see me immediately and also contact the Office of Disability Services at <http://ods.gmu.edu/> or (703) 993-2474.

Books

The books I assign for the course are required, not optional.

- Mark Kishlansky et. al. *Civilization in the West: Combined Volume*, Penguin Academics 2010. [ISBN 0205664733]
- Katharine J. Lualdi. *Sources of The Making of the West: Peoples and Cultures*, 3rd ed., vol. II. Bedford/St. Martin's 2009 [ISBN 0312465181]
- *The Song of Roland*, trans. Glyn Burgess, Penguin 1990 [ISBN 0140445323]
- *The Memoirs of Glückel of Hameln*, trans. Marvin Lowenthal with intro. by Robert Rosen. Schocken Books 1977. [ISBN 0805205721]
- Lessing, Gotthold Ephraim. *Nathan the Wise with Related Documents*, trans. and ed. by Ronald Schechter. Bedford/St. Martin's 2004 [ISBN 0312442432]
- Claire de Duras. *Ourika*, trans. John Fowles. MLA 1994. [ISBN 0873527801]
- Friel, Brian. *Translations*. Faber and Faber 2000. [ISBN 0571117422]
- Gandhi, M.K. *Hind Swaraj or Indian Home Rule*. Navajivan Publishing House 1938.

[ISBN 8172290705]

- Dürrenmatt, Friedrich. *The Physicists*, trans. James Kirkup. Grove Press 1964. [ISBN 0802150888]

These books are available at the Mason bookstore in the Johnson Center or via a store I set up at Amazon.com. (See the course blog.) One of them, Gandhi, *Hind Swaraj*, is available online, if you do not mind reading 69 pages of text that way. (See 4/12 in the schedule below.) If you order any books online, please take into account shipping costs, availability, and delivery time, which can vary according to seller and title. Not getting the books on time will not be an acceptable excuse for not completing any assignments.

Schedule

The class will follow a mixed format of class discussions, small group work, and lectures (occasionally with film clips), depending on the subject matter and the class' progress. When looking at the reading schedule below, please note that, unless indicated as optional, the readings are required and must be completed prior to the class for which they are scheduled. The only exception is the assignment for 1/20, which you can read after the first class.

Any schedule changes will be rare, if they happen at all, and they will affect only scheduling, not the requirements for this course. I will announce and explain any schedule changes on the course blog (<http://hist100.wordpress.com>).

If class is cancelled due to inclement weather or your professor falling ill, check the blog for instructions on what to do. In some cases, it might be necessary for me to set up a forum on Blackboard (<http://courses.gmu.edu>) for us to have an online discussion.

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| 1/20 | W | Introduction | <ul style="list-style-type: none">– Read Peter N. Stearns, “Why Study History?”
http://www.historians.org/pubs/Free/WhyStudyHistory.htm– Read the syllabus from beginning to end, explore the course blog, and contact your professor if you have any questions.– Optional: If you have a photo of yourself as you normally look in class, please email it to me so that I can learn your name more quickly. |
| 1/22 | F | Ancient History | <ul style="list-style-type: none">– Optional: There is no reading assignment today, but if you want to know more, skim through chs. 1-6 of Kishlansky et. al. This is also where you can look if you notice later that your lecture notes are unclear about something I presented in this class. |
| 1/25 | M | Early Middle Ages | <ul style="list-style-type: none">– Optional: There is no reading assignment today, but if you want to know more, skim through chs. 7-8 of Kishlansky et. al. This is also where you can look if you notice later that your lecture notes are unclear about something I presented in this class. |
| 1/27 | W | High Middle Ages | <ul style="list-style-type: none">– Read Kishlansky et. al., pp. 200-225. |
| 1/29 | F | A Medieval Epic | <ul style="list-style-type: none">– Read <i>Song of Roland</i>, pp. 29-156 (whole poem, but not the introduction). |

- Optional: The epic we are reading is fictional and was written during the time of the First Crusades. If you want to know more about the real Charlemagne some three centuries earlier, see ch. 8 of the Kishlansky et. al. The introduction to *Song of Roland* also discusses what real events might lay behind this fictional account.
- 2/1 M Late Middle Ages
- Read Kishlansky et. al., pp. 226-248.
 - Read “Black Death readings” in the “Late Middle Ages” folder on Blackboard.
- 2/2 T *Last day to add courses this semester at Mason*
- 2/3 W Italian Renaissance
- Read Kishlansky et. al., pp. 249-272.
 - Read “Renaissance Humanism” sources in “Italian Renaissance” folder on Blackboard.
- 2/5 F Overseas Encounters and **Map Quiz**
- See Map Quiz Study Guide on Blackboard [*forthcoming*]
 - Read Kishlansky et. al., pp. 273-295.
 - Read Lualdi, pp. 15-24 and comparative questions 1-2 on p. 32.
- 2/8 M Protestant and Catholic Reformations
- Read Kishlansky et. al., pp. 296-320.
 - Read Lualdi, pp. 24-31 and comparative questions 3-4 on p. 32.
- 2/10 W Religion, Dynastic Politics, and War
- Read Kishlansky et. al., pp. 321-342.
 - Read Lualdi, pp. 33-39.
- 2/12 F Early Modern Life
- Read Kishlansky et. al., pp. 343-360 (first paragraph), 362.
- 2/15 M Witchcraft Persecutions
- Read Kishlansky et. al., pp. 360-362.
 - Read Lualdi, pp. 43-51.
- 2/17 W Scientific Revolution
- Read Kishlansky et. al., pp. 385-391 and chronology on p. 392.
 - Read Lualdi, pp. 39-43.
- 2/19 F A Jewish Woman’s Life
- Read *Memoirs of Glückel of Hameln*. (The memoirs are required reading, but the introduction is optional.)
 - Read Proverbs 31 in the Bible, lines 10-31.
<http://tinyurl.com/proverbs31lines10to31>
- Last day to drop courses this semester at Mason*
- 2/22 M Absolutism and Constitutionalism
- Read Kishlansky et. al., pp. 363-384.
 - Read Lualdi, pp. 53-69 (top).
- 2/24 W Absolutism and Constitutionalism
- No new readings, but please bring your sourcebook (Lualdi) to class so we can continue discussing the sources from Monday.

- 2/26 F Commerce, Politics, and War
 – Read Kishlansky, 392-427.
 – Read Lualdi, pp. 69-85
 → **Source Analysis 1 is due tonight before midnight.** [*directions forthcoming*]¹
- 3/1 M Review Session
 – Bring your textbook, sourcebook, notes, and questions.
- 3/3 W **Midterm Exam, Part 1**
 – See Midterm Study Guide on Blackboard [*forthcoming*]
- 3/5 F **Midterm Exam, Part 2**
 – See Midterm Study Guide on Blackboard [*forthcoming*]
- 3/8 - 3/14 *Spring Break*
- 3/15 M Enlightenment
 – Read Kishlansky et. al., pp. 428-448.
 – Read Lualdi, pp. 85-106.
- 3/17 W Enlightenment
 – No new readings, but please bring your sourcebook to class so we can continue discussing the sources from Monday.
- 3/19 F Enlightenment
 – Read Lessing, *Nathan the Wise* (whole book, including introduction and accompanying documents).
- 3/22 M French Revolution and Napoleon
 – Read Kishlansky et. al., pp. 449-470.
 – Read Lualdi, pp. 107-129.
 – Optional: Watch videos about the French Revolution in the “French Revolution and Napoleon” folder on Blackboard, which will help you to put into historical perspective.
- 3/24 W French Revolution and Napoleon
 – No new readings, but please bring your sourcebook to class so we can continue discussing the sources from Monday.
- 3/26 F Class, Gender, Race, and Memory
 – Read Duras, *Ourika* (whole book, including introduction and forward).
 – Read Kishlansky et. al., pp. 497-498 (“Romanticism and Change”).
 – Read Lualdi, pp. 136-141 and comparative question 4 on p. 142.
- 3/29 M The Dual Revolution
 – Read Kishlansky et. al., pp. 471-515.
 – Read Lualdi, pp. 129-135, 143-156, and comparative questions 1-3 and the first half of comparative question 4 on p. 159.
- 3/31 W The Dual Revolution
 – No new readings, but please bring your sourcebook to class so we can continue discussing the sources from Monday.

1. Of course, I accept early assignments. You do not have to wait until Friday night to get it to me.

- 4/2 F Making Nation-States
 – Read Kishlansky et. al., pp. 516-538.
 – Read Lualdi, pp. 160-172.
- 4/5 M Language, Identity, and Memory
 – Read Friel, *Translations* (whole play).
- 4/7 W Mass Politics and Modernity
 – Read Kishlansky et. al., pp. 539-558.
 – Read Lualdi, pp. 185-201, 203-210.
- 4/9 F Imperialism
 – Read Kishlansky et. al., pp. 559-582.
 – Read Lualdi, pp. 157-158 (with discussion questions on p. 159 and comparative question 4 on p. 159), 173-185 (top) (with comparative questions 1-3 on p. 190), 201-203 (top).
- 4/12 M Imperialism
 – Read Gandhi, *Hind Swaraj* (all).
 I prefer to read on paper, but this text is also online, if you prefer to do it that way:
<http://www.vidyaonline.net/arvindgupta/hindswaraj.pdf>
<http://www.mkgandhi.org/swarajya/coverpage.htm>
- 4/14 W World War One
 – Read Kishlansky et. al., pp. 583-606.
- 4/16 F World War One
 – Read Lualdi, pp. 211-216
 – Read “Children in the Great War” in the “World War One” folder on Blackboard.
- 4/19 M Totalitarianism
 – Read Kishlansky et. al., pp. 607-629.
 – Read Lualdi, pp. 217-229, 233-235.
- 4/21 W Totalitarianism
 – No new readings, but please bring your sourcebook to class, in case we need to discuss some of the sources from Monday.
- 4/23 F World War Two and the Holocaust
 – Read Kishlansky et. al., pp. 630-654.
 – Read Lualdi, pp. 230-233, 235-246.
- 4/26 M Postwar Era
 – Read Kishlansky et. al., pp. 655-676.
 – Read Lualdi, 247-264, 268-272 (top).
- 4/28 W Postwar Era
 – Read Dürrenmatt, *The Physicists* (whole play and list at end of book).
- 4/30 F Recent Decades
 – Read Kishlansky et. al., pp. 677-698.
 – Read Lualdi, pp. 272-291 (top), 293-300 (top), bottom 304-307.
 → **Source Analysis 2 is due tonight before midnight.** [*directions forthcoming*]
- 5/3 M Final Exam Review Session

- Bring your textbook, sourcebook, notes, and questions.

5/7 F Final Exam from 10:30 to 1:15

- Mason's final exam schedule:
<http://registrar.gmu.edu/calendars/2010SpringExam.html>.
- See Final Exam Study Guide on Blackboard [*forthcoming*].