

History 101
European History to 1648
Instructor: Dr. David Leinweber
Seney 316, 770-784-8320
Office Hours, Tuesday/Thursday, 2-4:00 p.m. and by appointment
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I. COURSE OBJECTIVES: Course objectives are as follows:

- A. To gain an understanding and appreciation of the major events, issues and trends which constitute European history from the ancient period to 1648.
- B. To reflect upon the meaning of the term “Western.”
- C. To develop critical writing and thinking skills.

II. Texts:

A. Primary Texts: For your reading pleasure, several texts have been assigned. They are:

- 1. Instructor’s Course Materials Book. Available from Joan Baillie, Secretary for the Division of History/Social Sciences.
- 2. Harrison, Sullivan and Sherman, A Short History of Western Civilization, Volume 1: to 1776.
- 3. Gress, David, *From Plato to Nato: The Idea of the West and Its Opponents*

B. Collateral Readings:

These are the major books/works included in the lectures, both in terms of direct quotations, and referencing.

The Holy Bible (Recommended: *The New Oxford Annotated Bible: Revised Standard Version*).
Gibbon, Edward, *The Decline and Fall of the Roman Empire* (New York: Penguin Books).
Homer, *The Iliad* (New York: Penguin Books)
-- *The Odyssey* (New York: Penguin Books).
Vergil, *The Aeneid* (New York: Penguin Books).
Beowulf (New York: Penguin Books).
Dante, *The Inferno* (New York: Penguin Books).

III. Grading: Three four units, each equal in value, will be averaged into a 100 point scale to tally the final grade. The three units will be broken as follows:

- A. Exams. There will be two examinations, each covering material from both reading and lectures. Each examination will be worth 95 points, plus:
 - 1. Journal Entries: Students will complete one 300 word journal entry following each class, reflecting on the material treated during that day’s lecture/discussion. These journals will be submitted with both exams, and constitute 5 points towards each examination grade. Journals
- B. Paper. Each student must complete one six to eight page paper. The paper will be a response to an interpretative essay question provided in the course materials. Each paper will be worth 100 points. As they work towards a completed paper, students will be asked to submit various preparations assignments, such as a short bibliographic essay. While further materials will be provided, this paper will ask the students to evaluate some aspect of the assigned reading *From Plato to Nato: The Idea of the West and its Opponents*, by David Gress and Segal’s essay “Western Civ and the Staging of History.”

- C. Book critique: Students will also write a double-sided, single page, single, spaced, 10 pitch font critique of David Gress' book *From Plato to Nato*. This will be graded on a 0 to 4 point scale and added onto the first mid-term examination score as extra points. Failure to write the essay will result in a lowering of the mid-term grade by ten points.
- D. LearnLink. Occasionally, the instructor might ask each student to post a thoughtful response to some issue addressed in the class on LearnLink. These topic paragraphs must be done on time and in good faith.

IV. Various Course Policies:

- A. Your notes are your own work. Sharing of notes is impermissible, unless expressly authorized by the instructor.
- B. Attendance is strongly encouraged, recorded, and a valuable piece of information to be considered at grading time. Moreover, four absences deemed unexcused by the instructor will result in a lowering of the student's grade one full letter.
- C. The instructor reserves the right to amend procedures, schedules, and course format, described in the syllabus, as each class evolves in its particular way. .
- D. This syllabus presents a skeletal overview of the class. The content of the course, and the specific expectations about it, are presented in the class itself.
- E. The Honor Code applies to all work prepared for this course, and all examinations taken during this course.

V. Course Schedule

A. Major Due Dates in the Course

- a. February 4, Critique of David Gress, *From Plato to Nato* Due
- b. March 6, Mid-Term Examination through the Fall of the Roman Republic
Journals due with Exam
- c. April 19, Research Essays Due
- d. Final Exam:
HST 101.08a, Tuesday, May 7, 2-5:00 p.m.
HST 101.09a, Wednesday, May 8, 2-5:00 p.m.

B. Major Lecture Topics and supportive readings.

Note: The new PowerPoint course materials book assigned is the primary daily text for this course. Students should consult this as the primary guideline for course content. HS can be used to reinforce lectures. Suggested references to the HS are provided below, in conjunction with major topics addressed by the course.

The units are as follows:

A. What is Civilization? What is Western Civilization?

HS, Chapter 1, sec. 1

HS, Chapter 1, secs. 2-5; Chapter 2, sec. 1-2, for background material on

Egypt/Mesopotamia.

B. The Biblical Heritage

HS, Chapter 2, Secs. 3-4

HS, Chapter 3, for overview of "The Great Empires"

C. The Greek Heritage

• Early Greece

HS, Chapter 2, sec. 3, on the Minoan World

HS, Chapter 4, sec. 1, on the Mycenaean World

HS, Chapter 6, sec. 1, on Greek Religion

- Archaic Age

HS, Chapter 6, sec. 2, on Literature, especially Homer

HS, Chapter 4, secs. 2-4, on the *Polis*

- Classical Age

HS, Chapter 5, on the Wars, Heyday of Athenian Democracy, and conquest by

Macedonia

Hellenistic Age

HS, Chapter 7

D. Early Rome and the Roman Republic

- Founding Myths of the City

HS, Chapter 11, sec. 2, for discussion of Vergil

- The Roman Monarchy and Roman Republic

HS, Chapter 8, for the rise of the Republic, and Roman Power

HS, Chapter 9, for the fall of the Roman Republic

E. The Roman Empire

HS, Chapter 10, for the Augustan Settlement and the Empire's Heyday

HS, Chapter 11, for treatment of Roman Culture and Society

HS, Chapter 12, secs. 1-2, for Crisis of the Third Century

HS Chapter 13, 1-3, for Reforms under Diocletian and Constantine, and Barbarian
Invasions

F. One World Becomes Three Worlds: Byzantium and Islam

HS, Chapter 14, sec. 1-2, Byzantine History, and the Greek Orthodox Church

HS, Chapter 14, sec. 3-4, Mohammed and the rise of the Islamic World

G. One World Becomes Three Worlds: The Latin West and the "Dark" Ages

HS, Chapter 15, for the "Dark Ages"

HS, Chapter 16, for the Franks and the Rise of the Carolingians

H. The Medieval Synthesis

HS, Chapter 17, secs. 1-2, on "Feudalism;" sec. 3 on "Manorialism

HS, Chapter 13, sec. 5; Chapter 15, sec. 1; Chapter 21, on the Christianity's role in the
Middle Ages

HS, Chapter 22, sec. 4, on Romanesque/Gothic architecture

I. The Waning of the Middle Ages: Nation-State Formation

HS, Chapter 19, sec. 1 for Nation-state formation issues in France, and the Holy
Roman Empire, and England; see also, chapter 16. sec. 5, for background on England between
the withdrawal of Roman forces, and the invasion by the Normans.

HS, Chapter 22, sec. 3, on "Vernacular Literature," especially Chaucer and Dante

J. The Waning of the Middle Ages: The Renaissance

HS, Chapter 18, on the rise of new social and economic forces, especially the growth of
the bourgeois class, sec. 5.

HS, Chapter 22, secs. 1-2, on the rise of universities, and "scholasticism," especially
Thomas Aquinas.

HS Chapter 25, The Renaissance in Italy

K. The New Geography

HS Chapter 20, sec. 2-3, especially the Reconquista in Spain; also, Chapter 27, sec. 1,
for more on the Reconquista in Spain

HS Chapter 28

L. The Reformation

HS Chapter 24, on problems in the Church during the years preceding the Reformation,

especially the Avignon Papacy, sec. 1

HS Chapter 26 on the Northern Renaissance, especially Sec. 3, on the Printing Press

HS Chapter 29, secs. 1-2, on the Lutheran Reformation