

(A sample syllabus for a university general education survey course for students in any field.)

The City University of New York—LaGuardia Community College

SSH 103.6845: Western Civilization I: From Ancient Times to the Renaissance

Spring 2012, session I

Instructor

Professor Tracy E. Robey
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Meeting Schedule and Locations

Tuesday 8:05PM—9:35PM in C Building Room 431C
Thursday 8:05PM—9:35PM in C Building Room 431C

Office Hours

Tuesday 5:00PM-5:40 in C Building Room 459 (Adjunct Office)
Thursday 5:00PM-5:40 in C Building Room 459 (Adjunct Office)
and by appointment (e-mail terobey@gmail.com in advance to schedule a meeting outside of the usual office hours)

Course Description (from the 2010-2011 Catalogue)

3 credits; 3 hours

This course investigates the main features of human civilization from ancient times to the Renaissance. The importance of geography, religion, custom, and ideology are explored for the purpose of capturing the spirit of the past as well as understanding its relationship to the present. Prerequisite: CSE099, ENA/ENG/ESA099/ENC10

Course Objectives—students will be able to:

- identify and discuss the major political, social, and cultural changes in the West from the ancient past to the Renaissance on the final exam.
- identify and discuss important people and events on quizzes and the final exam.
- locate and label key places on map quizzes and the final exam.
- read and understand primary and secondary texts documenting the history of the West, as demonstrated by class participation and short in-class writing assignments.
- think critically about the Western past and relate this to current events in class discussion, in-class writing assignments, and on the final exam.

Grades are based on:

Participation 20%
Participating in class discussions, completing short in-class writing assignments, engaging in small group work, answering questions during the lecture, and asking questions when concepts are not clear are all ways in which you can ensure that you receive full marks for class participation.

Please note that in order to receive credit for participation, you must attend class meetings—in every sense. Frequent absences, chronic lateness, and sleeping and using technology inappropriately during class time will result in low participation grades. Attending class meetings simply makes you eligible to earn participation points.

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Quizzes (6 quizzes, each worth 8%) 48%

Seven short-answer quizzes will be administered throughout the semester. The questions will be drawn from your assigned reading, in-class reading, lectures, and class discussion. I will drop the lowest quiz grade automatically. **I do not give make-up quizzes.**

I give many smaller quizzes throughout the semester rather than a midterm or very long, comprehensive final because I find that students are best able to monitor their own course progress and adjust their learning strategies with shorter, more frequent quizzes. I also find that some students are best able to demonstrate what they have learned on quizzes rather than exams, which can be so stressful that students “choke” and forget information that they otherwise know well. Quizzes are essentially shorter, more frequent exams and will comprise a significant portion of your course grade, so you should prepare for them with care.

Map Quizzes (4 quizzes, each worth 3%) 12%

The five map quizzes will require you to identify selected Western territories, empires, countries, cities, and bodies of water. The maps that you will be required to know are attached to this syllabus. Please note that I will give 5 map quizzes and drop the lowest map quiz grade. **I do not give make-up map quizzes.**

Final Exam Design 5%

This assignment requires you to write and submit a Western Civilization Part I final exam that could be given to your colleagues. You and your colleagues may work collaboratively or independently to produce a rigorous final exam that tests knowledge of the material covered this semester. Most importantly, you will individually need to explain in writing why each question you chose to include is important to know in order to understand Western Civilization from the dawn of time to the Renaissance. I will collect the assignment on the final day of class, Thursday, May 31st, when we will review your proposed exams, the reasons for the questions you included, and work together to identify possible final exam questions.

Final Exam 15%

The final exam, on Thursday, June 7th, will allow you to demonstrate your knowledge of Western Civilization based on the most persuasively supported questions submitted on the final exams you designed, supplemented with my own questions.

Weighted grades will be updated on the Blackboard system throughout the semester to help you track your progress.

Required Reading

Wiesner, Merry E., Julius R. Ruff, and William Bruce Wheeler, eds. *Discovering the Western Past: A Look at the Evidence. Volume I: To 1789*. 6th edition. New York: Houghton Mifflin Co., 2008. ISBN: 978-0-618-76610-9. New/Used Price: \$56.75/\$8.86 (on amazon.com).

All assigned homework readings can be found in the required course reader, Wiesner's *Discovering the Western Past, volume I*. The college bookstore (located in the M Building basement) has copies of the Wiesner reader available for purchase.

Read the selections before coming to class. Bring the reader to class with you. Quizzes will sometimes require you to know basic information about the readings before we discuss them, so keep up with the assigned reading.

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I will also bring copies of additional readings to class, where we will read and discuss them together.

Course Policies

- Attendance in class is a requirement and will be considered in the evaluation of student performance. Instructors are required to keep an official record of student attendance. The maximum number of unexcused absences is limited to 15% of the number of class hours. Note: Absences are counted from the first day of class even if they are a result of late registration or change of program. (from the 2010-2011 Catalogue)
- **Missing more than four classes for any reason (including excused absences) will result in automatic failure of the course.**
- Arriving to class after the listed start time will result in half credit for attendance.
- Leaving class early will result in being marked absent for the day.
- Since I automatically drop both the lowest map quiz grade and the lowest quiz grade, **I do not offer make-up quizzes.**
- All quizzes will be administered at the beginning of the class session; students arriving late will not receive extra time to complete their work or alternate arrangements for taking the quiz.
- **I do not award extra credit.**

University Policies

Registration Information

Friday, March 2	100% tuition refund
March 3-9	75% tuition refund
Thursday, March 8	Last day to add a course or change a course section
March 10-16	50% tuition refund
March 17-26	25% tuition refund
Monday, March 26	Last day to drop a course
Thursday, April 19	Last day to officially withdraw from a course with a “W” grade

Academic Integrity Policy (from <http://library.laguardia.edu/files/pdf/academicintegritypolicy.pdf>)

“Academic Dishonesty is prohibited in the City University of New York and is punishable by penalties ranging from a grade of “F” on a given test, research paper or assignment, to an “F” in the course, or suspension or expulsion from the College.

Academic Dishonesty includes:

CHEATING—the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise. Examples: Copying from a student during an examination, unauthorized collaboration on take home assignments, submitting someone else’s work as your own, allowing another student to take an examination for you, or unauthorized use of notes, electronic devices or other materials during an examination.

College-Wide Grading System (from the 2010-2011 Catalogue)

The following grading symbols are included in the calculation of Grade Point Average (GPA):

A-, A = 90-100

B-, B, B+ = 80-89

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C-, C, C+ = 70-79

D-, D, D+ = Lowest passing grade

F = Failure

FIN = Failure from incomplete

WN = Unofficial Withdrawal

WU = Unofficial Withdrawal (see note below)

WU is assigned to a student who has attended at least one class or for whom there is documented evidence of the student's participation in a course prior to the official withdrawal date. If the student stopped attending after the official withdrawal date, a grade of F is given.

Incomplete Grade Policy (from the 2010-2011 Catalogue)

Eligibility. The Incomplete grade IN is intended for situations which arise that are beyond the student's control. It is reserved for a student in good academic standing (maintaining a passing GPA) and for whom there is reasonable expectation of satisfactory course completion – defined as both satisfactory attendance in the class and having not completed at most two major assignments or examinations by the end of the course.

Documentation. The student must provide a documented reason beyond her/his control, satisfactory to the instructor, substantiating the request for an IN. Additionally, the student must fill out an Incomplete Grade Request Form with the course's instructor.

University Services

Disabilities

In keeping with the University's policy of providing equal access for students with disabilities, any student with a disability who may need academic accommodations should contact the Office for Students with Disabilities. Students requesting any accommodations can contact the office by calling 718-482-5279 (718-482-6057 for TTY); e-mailing OSD@lagcc.cuny.edu; or visiting the office in M Building, Room M102. All conversations will be kept confidential. You may also access more information at <http://www.lagcc.cuny.edu/osd/#>.

Tutoring and Academic Help (from http://www.lagcc.cuny.edu/academics/tutoring_acahelp.aspx)

LaGuardia has many resources for students who want tutoring or other academic help. Whether you prefer working with a professor or fellow student, you have options to choose from.

- The first thing you should do is speak to your professor. This is the most important step. He/she keeps weekly Office Hours when you can visit and ask questions about class. Also, he/she can tell you about specific tutoring services or study groups that are available to this department or class.
- The Academic Peer Instruction Program provides students with peer tutors. The tutor is a student who has already successfully completed the course, and then re-attends the same course with the same professor, taking notes and organizing a minimum of three weekly out-of-class group study sessions. Tutors receive extensive training before they work with students. The goal of this program is to encourage you to become an independent learner. (see <http://www.lagcc.cuny.edu/API/>)

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- The Mentor Program matches new students with academically successful students, who have been trained to be mentors. A mentor provides additional personal support and guidance and can help you identify and locate the best LaGuardia services to help you make the most of your college experience. (see <http://www.lagcc.cuny.edu/mentorprogram/default.htm>)
- Talk to your classmates and form a study group. You'll make new friends and help each other learn the course material.

Medical Leave of Absence (from the 2010-2011 Catalogue)

Students may be permitted to take a Medical Leave of Absence if they can provide a physician's statement that includes the diagnosis, prognosis and the disability period. Students are requested to file for a Medical Leave at the Health Center immediately following the onset of the disability and no later than six months following the semester for which the medical leave is requested to avoid academic liability and academic jeopardy. The documents are then reviewed by Health Center staff for approval.

Child Care

To learn about child care options for LGCC students, please call (718) 482-5295.

Course Schedule

All reading assigned on this syllabus comes from the required Wiesner source reader.

Tuesday, March 6—Welcome

Thursday, March 8—The Need for Water in Ancient Societies

Reading assignment: Wiesner pp. 1-18

Primary sources:

Aerial photograph of pre-Roman City in Italy

Major ancient levees identifiable in LANDSAT imagery

Early Egyptian King Cutting an Irrigation Ditch

Water-lifting devices

Sections from the Code of Hammurabi referring to irrigation

Vetruvius on the Roman aqueduct system

Suetonius's description of Emperor Claudius's water projects

Frontinus on Rome's water system

Proclamation of Emperor Theodosius, A.D. 438

Tuesday, March 13—Polytheism and Monotheism in the Fertile Crescent, part I

Reading assignment: Wiesner pp. 19-36

Primary sources:

The Ziggurat of Ur-Nammu, King of Ur, ca. 2100 B.C

The Ziggurat of Ur-Nammu, King of Ur, ca. 2100 B.C., as it looked after twentieth-century archeological excavation work

Creation of Man by the Mother Goddess

Prayer to the Moon God, Nannar or Sin

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Map Quiz 1

Thursday, March 15—Polytheism and Monotheism in the Fertile Crescent, part II

Reading assignment: Wiesner pp. 36-52

Primary sources:

The Epic of Gilgamesh

The Code of Hammurabi

The Creation from Genesis

The Ten Commandments

Selections from the Torah

Selections from the Prophets

The Book of Job

Map Quiz 2

Tuesday, March 20—The Ideal and the Reality of Classical Athens, part I

Reading assignment: Wiesner pp. 53-65

Primary sources:

Pericles' funeral speech

The Melian debate

Aristotle's The Politics

Quiz 1

Thursday, March 22—The Ideal and the Reality of Classical Athens, part II

Reading assignment: Wiesner pp. 65-74

Primary sources:

An unknown author's view of Athenian democracy

Xenophon's The Economist

Plato's The Republic

Floor plan of a house from Olynthus

Tuesday, March 27—The Achievements of Augustus, part I

Reading assignment: Wiesner pp. 75-87

Primary sources:

Decree issued by Emperor Augustus

Inscription from the city of Narbonne

Horaces Odes

Suetonius's Life of Augustus

Roman History by Dio Cassius

Thursday, March 29—The Achievements of Augustus, part II

Reading assignment: Wiesner pp. 87-96

Primary sources:

Tacitus's Annals

Augustus's Res Gestae Divi Augusti

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Roman coins
The arch of Augustus at Rimini
Maps of Main Roman Roads

Quiz 2

Tuesday, April 3—Invading Barbarians, part I

Reading assignment: Wiesner pp. 97-112

Primary sources:
Germania by Tacitus
Res Gestae by Ammianus Marcellinus
The Histories by Agathias

Thursday, April 5—Invading Barbarians, part II

Reading assignment: Wiesner pp. 112-122

Primary sources:
Manual of Strategy by Emperor Maurice
Ibn Fadlan's account of his travels to the Kingdom of the Bulgars
Ibrahim Ibn Jakub's description of Christian Spain and Poland
Golden bottle from Nagyszentmiklós
Lindisfarne gravestone
A History of the Archbishops of Hamberg-Bremen by Adam of Bremen

Map Quiz 3

Tuesday, April 10—NO CLASS—SPRING BREAK

Thursday, April 12—NO CLASS—SPRING BREAK

Tuesday, April 17—The Development of the Medieval State, part I

Reading assignment: Wiesner pp. 123-135

Primary sources:
Orderic Vitalis's The Ecclesiastical History of England and Normandy
Photographs and a ground plan of medieval castles
Map of locations of castles built during the reign of William the Conqueror
The Anglo-Saxon Chronicle
Assize of Clarendon

Quiz 3

Thursday, April 19—The Development of the Medieval State, part II

Reading assignment: Wiesner pp. 135-146

Primary sources:
Constitutions of Clarendon
Descriptions of the coronations of Frederick Barbarossa and Richard the Lionhearted
Portrait of Emperor Otto III
Bayeux tapestry showing Harold's coronation

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Tuesday, April 24—Life at a Medieval University, part I

Reading assignment: Wiesner pp. 147-161

Primary sources:

Royal privileges granted to the University of Paris by the king of France, 1200

Statutes for the University of Paris issued by Robert Couron in 1215 and by Pope Gregory XI in 1231

Robert de Sorbon's regulations for his college

Introduction to Peter Abelard's Sic et Non

Thursday, April 26—Life at a Medieval University, part II

Reading assignment: Wiesner pp. 161-171

Primary sources:

St. Anselm's Monologium

Odofredus's announcement of his law lectures at Bologna, ca 1255

Emperor Justinian's Digest

Extracts from the letters of St. Bernard of Clairvaux

Anonymous account of a student riot at Oxford in the 13th century

Jacques de Vitry's description of student life at Paris ca 1225

An Oxford student's plea to his father for money and a father's letter to his son at Orleans

Three anonymous student poems, 12th century

Quiz 4

Tuesday, May 1—Infidels and Heretics: Crusades of the High Middle Ages, part I

Reading assignment: Wiesner pp. 172-187

Primary sources:

Fulcher of Chartres, Chronicle of the First Crusade

The Deeds of the Franks

Letter from Stephen, Count of Blois and Chartres, to his wife Adele

Letter to the Pope and bishops from the archbishop of Pisa, Godfrey of Bouillon and Raymond of St. Gilles

Thursday, May 3—Infidels and Heretics: Crusades of the High Middle Ages, part II

Reading assignment: Wiesner pp. 188-198

Primary sources:

Peter of Les Vaux-de-Cernay, The History of the Albigensian Crusade

William of Tudela, The Song of the Cathar Wars

Letter from Pope Innocent III to the legate Arnold Amalric (January 15, 1213)

Tuesday, May 8—Capitalism and Conflict in the Medieval Cloth Trade, part I

Reading assignment: Wiesner pp. 199-209

Primary sources:

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Laws regarding foreign merchants under King Edward the Confessor of England, after 1115
Regulations regarding cloth production workers issued by merchants' guilds and city councils
Legal records of cases involving disputes in the cloth trade

Quiz 5

Thursday, May 10—Capitalism and Conflict in the Medieval Cloth Trade, part II

Reading assignment: Wiesner pp. 209-220

Primary sources:

Apprenticeship and insurance contracts for the cloth trade
Guild records of the amount of cloth produced in Florence and Ypres
Customs records of the export of raw wool and wool cloth from England

Tuesday, May 15—Life in an English Village in the High Middle Ages, part I

Reading assignment: Wiesner pp. 221-235

Primary sources:

Customal of village of Bureton, ca. 1250
Extent of the village of Alwalton, 1279
Extent of the manor of Bernehorne, 1307
English village by-laws, 1286

Thursday, May 17—Life in an English Village in the High Middle Ages, part II

Reading assignment: Wiesner pp. 235-247

Primary sources:

Excerpts from Seneschaucie, 1270s
Court roll on Nov. 17, 1288 for the village of Broughton
Court roll on Feb. 2, 1314 for the village of Addington
Coroners' inquests, 1266-1301

Quiz 6

Tuesday, May 22—The Renaissance Man and Woman, part I

Reading assignment: Wiesner pp. 248-260

Primary sources:

Albrecht Dürer, Self-Portrait in a Fur Coat, 1500; Botticelli's Simonetta, ca. 1444-1510; Andrea del Verrocchio's sculpture of Gen. Bartolommeo Colleoni, ca. 1435-1488
Letters on the content of a liberal education from Peter Paul Vergerius and Leonardo Bruni

Map Quiz 4

Thursday, May 24—NO CLASS—ALTERNATE ASSIGNMENT

Tuesday, May 29—The Renaissance Man and Woman, part II

Reading assignment: Wiesner pp. 260-270

Primary sources:

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Baldassare Castiglione's *The Courtier*

Niccolo Machiavelli's *The Prince*

Leon Battista's *Autobiography*

Description of Henry VII of England from Polydore Vergil's *Anglia Historia*

Map Quiz 5

Thursday, May 31—Wrap up and review

Quiz 7

Tuesday, June 5—NO CLASS—READING DAY

Thursday, June 7—FINAL EXAM