WESTERN CIVILIZATION I: The Making of “Europe” from Antiquity to 1700 (Hist. 2311.001)
Dr. Sandrine Sanos
CI 107 (11:00am-12:15pm)

Office: FC 268
Office Hours: by appointment on the following days
T 2:00pm-3:30pm, W 4:00pm-6:00pm & Th 1:30pm-3:30pm
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Course Description

This course is an introduction to the history of Europe from the ancient world to 1700: as a geographical and political entity, “Europe” emerged over time through negotiations, exchanges, conflicts, and debates. We will examine “Europe” as an emerging and changing set of movements, ideas, and institutions around the Mediterranean world. At the heart of this history are questions regarding the nature of community, identity and authority. We will ask:

. what were the foundations of identity and community in these times?
. how did communities emerge and exercise power over members and others?
. what did it mean to be a member of, or excluded from, social groups?
. how did shifting notions of cultural, political, or social authority impact the boundaries of community?
. what was the role of religion in delineating the place and worth of community members?

Throughout the course, we will examine: the Greek Polis and the Roman Empire, the ways in which Islamic tradition may have played an early but central role in this history, the creation of “Latin Christendom” as a political and cultural entity, the “Middle Ages,” as well as the “Renaissance” and “Reformation,” revolutions in science, commerce, and technology, the expansion and the emergence of the “Atlantic system.”

Student Learning Outcomes

. acquire the basic skills of professional historians, namely:
. read and analyze original sources (documents from the past)
. learn to develop historical interpretations (in class & in writing)
. reflect on issues of continuity & change (as guides to understanding events & phenomena in the past)
. write critically and historically in a wide range of assignments.

Course Readings
Class participation:

PARTICIPATION IN CLASS IS CRUCIAL.

We will have small and large-group class discussion.
Engaging with the material, being prepared for class and participating in class are essential for productive discussions: you will be expected to have done the reading.

You are expected to bring the reading to class (textbook, book, online document).
You will be assessed for your participation; you will be expected to make SUBSTANTIAL contribution during our discussions. If large group discussions are intimidating, we will have the opportunity for smaller group discussion.

Participation must include:
- evidence of reading done.
- comments in class (small or large group discussion) offering thoughts & analysis of the material.
- making connections with issues brought up in lectures and during class discussion.

*** do not be afraid to ask questions in class if you need clarification, are confused, or want more information. I welcome questions and queries.

The classroom should be a pleasant, exciting, and rewarding experience:
1. Students are expected to be respectful of each other in demeanor, tone, and behavior.
2. Rude or inconsiderate behavior and remarks will not be tolerated.
3. Please turn off your cell phones BEFORE CLASS.
4. Please do not send text messages, check or use phones during class.
5. Please do not use laptop computers in class.
6. You are expected to be able to stay in class and not leave during the class period.

If you text or use your phone during class, I reserve the right to ask you to leave, and will count you as absent for that class period. If you do this repeatedly, this may also affect your overall participation grade in the class.

If students engage in ANY of the above, I reserve the right to ask you to leave class.

If you plan on using online versions of the reading, please come and see me.
7. Students are also expected to come to class ON TIME: this is a sign of respect towards your peers and myself. Any substantial lateness will be counted as an absence—unless documented or justified. If you anticipate being late on a regular basis (because of work, family commitments, babysitting, etc.), please come and inform me at the beginning of class.

**Class Attendance:**
Students are expected to attend ALL class sessions: attendance is part of your participation grade.
Students are allowed ONE UNJUSTIFIED ABSENCE.
More than one unjustified absence will result in an F for your participation grade.
All absences must be documented in order to be justified and allow you to make up quizzes.
If you have more than 4 unjustified absences (two weeks of classes), your final grade may be affected, and you may fail the course.

It is your responsibility to make sure you keep up with the work done when absent.
Please be aware that irregular attendance usually makes it difficult to do well in this class.
If you cannot come to class, or will be unprepared due to unforeseen events, it is best to contact me as soon and early as possible, preferably by email.

**A policy of honesty is usually the wisest in communicating with me.**

**Academic Affairs:**

**Disability:** The Americans with Disability Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office: (361) 825-5816, or go and visit the office: Driftwood 101.

**Academic Dishonesty:**
There will be a no-zero tolerance policy on cheating (in class or plagiarism in take-home work).
Plagiarism will not be tolerated and means you will be failed for the entire course. Plagiarism is the “UNCREDITED USE (INTENTIONAL OR UNINTENTIONAL) OF SOMEONE ELSE’S WORDS OR IDEAS.” (http://owl.english.purdue.edu/owl/resource/589/01).
*Using a word, a group of words, a sentence structure, ideas without giving proper credit to the original author constitutes plagiarism.*
Please remember that the university policy does not distinguish between sloppy habits, a mistake made once, or a deliberate attempt at cheating. All are considered plagiarism, that is academic dishonesty.
We will discuss in class how to develop good practices and avoid plagiarism.

To avoid plagiarism: *always be safe rather than sorry!*
You must always cite when you use someone else’s words or ideas, or to show where you got your information from. Cite (provide quotation marks, citation in MLA, or Chicago format, provide citation even when you are paraphrasing or using an idea or information) anything you may use for your paper. For best practices, see: http://owl.english.purdue.edu/owl/resource/589/03/ Note: wikipedia does NOT constitute an academic source that you may use. Any credited or uncredited use of wikipedia will result in an F for the essay or writing. We will discuss in class how best to avoid plagiarism

How to cite Chicago-Style:
The Chicago style (or Turrabian) is the format used in history. You can find the guidelines on the History area website or ask a reference librarian. http://cla.tamucc.edu/history/History_Area_Guide_Fall2009.pdf Papers that do not use the Chicago format will be downgraded by a 1/3 of a grade. (for in-class quizzes, please use MLA format: that is put page numbers in parenthesis)

Academic Advising:
Academic advisors are available to assist students with course selection, degree plans, and other academic matters. Each college has an academic advising center, staffed by full-time, professional advisors. In our college, the undergraduate advisor is Linda Miller (825-3466, linda.miller@tamucc.edu). The graduate advisor is Rachelle Stanley (825-3466, Rachelle.stanley@tamucc.edu). Both are located on the second floor of Driftwood. Students who have yet to declare a major are advised by the Academic Advising Transition Center. For more information please call (361) 825-5931 or log on to http://www.tamucc.edu/~aac.

Course Assignments:

There will be a series of written assignments in this course.

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<tr>
<th>Assignment</th>
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<tbody>
<tr>
<td>Participation</td>
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<tr>
<td>Quizzes</td>
<td>20%</td>
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<tr>
<td>Essay</td>
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<tr>
<td>Film Analysis</td>
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<td>Final Essay</td>
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Quizzes:
There will be daily quizzes at the beginning of the class. These will be given letter grades.
Quizzes do not just test your knowledge; they are an opportunity for you to put into clear and concise writing the knowledge you gained from your reading. They help practice writing and give you a chance to organize your ideas. You are allowed to use your notes for the quiz, but not the book. When you take notes, do NOT copy word for word the textbook: take notes using your own language and practice using proper names for facts, developments, concepts. Develop short-hands, abbreviations, symbols to designate phenomena, facts, etc. We will discuss in class how to take good and effective notes. If you copy the textbook, this will count as plagiarism. The final grade for your quizzes will be an average of all semester quizzes grades.

**Deadlines:**
Extensions will only be granted more than 2 days in advance. In general, it is not wise to ask for more than one extension per semester (I reserve the right not to give you one if you have already benefited from one). Late essays will be graded down by one full letter-grade for every day late. Again, in trying to manage your time and work, a policy of honesty is usually the wisest in communicating with me.

**Essays:**
You will be asked to write two essays responding to a particular question. The question usually asks you to reflect on the historical developments and issues of a particular time period, using primary sources as well as knowledge from the textbook and notes taken in class.

In the essays, you should demonstrate:
- your ability to critically engage the readings
- use of both primary and secondary sources
- your ability to reflect on the issues discussed and offer an original argument.

A history essay does more than just tell me what happened at the time. It does not just summarize. It offers an argument (or interpretation) on how to think about that time period.

1. your essay should not be a summary of what happens during a time period, but include an analysis of how and why things happened and how we should understand them.
2. You may use and refer to all the knowledge you have acquired during the semester.
3. You will be asked to use primary documents as evidence from a particular time period: when you use a primary document, always consider:
   - “what does this document tell me about the time period?”
   - include BOTH historical context (author, date) and close-reading (analysis of the text itself, its language, vocabulary, meaning, assumptions, etc.). Not just one or the other.

**Film Review:**
You will have to write a short analysis (single-spaced, at least one and a half page, maximum two pages) of a film shown in class explaining how well it reflects and fictionalizes the issues we have discussed in class, and the time period.

Grade Appeal Process:
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see: University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures.
These documents are accessible through the University Rules Website at: http://www.tamu.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

Course Outline

**Week 1**

Sept. 05  Introduction: *The Making of Europe: A Mediterranean world*
Lecture & Discussion. Syllabus Overview

**Week 2**

Sept. 10  *A Mediterranean World: the Near East & Emergence of Greece*
Lecture & Reading: *MW*, Ch2


**Week 3**

Sept. 17  *The Greek Golden Age*
Lecture & Reading: *MW*, Ch. 3

Sept. 19  Reading: *SMW*, pp. 57-62

**Week 4**

Sept. 24  *The Classical & Hellenistic world*
Lecture & Reading: *MW*, Ch. 4, *SMW*, pp. 79-83
Sept. 26  The Roman Empire  
Lecture & Reading: MW, Ch. 6

Week 5

Oct. 03  The Transformation of Europe (I): Migration, Religion & Power  
Lecture & Reading: MW, Ch. 7: pp.197-214 & Ch. 8: pp. 232-45

Week 6

Oct. 08  Lecture & Reading: MW, Ch. 7: pp. 527-65, SMW, pp. 153-56, pp.167-69
Oct. 10  The Transformation of Europe (II): Emperors, Caliphs, and Lords  
Lecture & Reading: MW, Ch. 9

Week 7

Oct. 15  Tolerance in Europe: The Case of Al-Andalus  
Lecture  
Hand in essay in class
Oct. 17  The Middle-Ages (I)  
Lecture & Reading: MW, Ch. 10

Week 8

Oct. 22  The Middle-Ages (II)  
Lecture & Reading: SMW, pp. 193-95, pp. 195-97 & 197-202
Oct. 24  NO CLASS

Week 9

Oct. 29  The High Middle-Ages (III)  
Lecture & Reading: MW, Ch. 11
Oct. 31  Search for Order, Knowledge, and Faith  
Lecture & Reading: *MW*, Ch. 12

Week 10

Nov. 05  Film Showing

Nov. 07  Film showing

Week 11

Nov. 12  Renaissance: The Black Death  
Lecture & Reading: *MW*, Ch. 13 (pages to be determined)  
Film analysis to hand in, in class.

Nov. 14  Renaissance: Genius and Art  
Lecture & Reading: *MW*, Ch. 13 (pages to be determined)  
*SMW*, pp. 257-61 & pp. 261-68

Week 12

Nov. 19  Global Encounters  
Lecture & Reading: *MW*, Ch. 14

Nov. 21  Lecture & Reading: *SMW*, pp. 269-74, pp. 274-78, pp. 278-80

Week 13

Nov. 26  A New World Emerges (I):  
Lecture & Reading: *MW*, Ch. 15

Nov. 28  NO CLASS: Thanksgiving Break

Week 14

Dec. 03  A New World Emerges (II): The Age of the Sun King  
Lecture

Dec. 05  A New World Emerges (III)  
Lecture & Reading: *MW*, Ch. 16
Week 15

Dec. 10  The Atlantic World
LAST CLASS: Lecture
Final Essay to hand in, in class.