WESTERN CIVILIZATION I:
The Making of “Europe” from Antiquity to 1700 (Hist. 2311.001)
Dr. Sandrine Sanos
CI 127 (11:00am-12:15pm)

Office: FC 268
Office Hours: by appointment on the following days
W 1:30pm-4:00pm & Th 1:30pm-4:30pm
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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.
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).
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.
- active listening (paying attention, taking notes, etc).

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

Course Etiquette
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 \textbf{ON \EDIT{T}IME}: this is a sign of respect towards your peers and myself. Any \textit{substantial} lateness will be counted as an \textit{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.

\textbf{Email Etiquette}

1. If you cannot ask me during or after class, never hesitate to email me. I will make every effort to answer as quickly as possible.
2. Emails are professional correspondence, which means they should include:
   - a subject heading (indicating what your email is about)
   - proper address (“Dear Dr. X” or “Dear Prof. S.”)
   - explain and ask your question
   - always include the usual forms of politeness (sign your name)

   The rule is simple: \textbf{behave on email as you would in person}

3. The same rules apply if you send me an assignment over email: the email should include a subject-heading, a sentence explaining what you are sending me, and your name.
4. I will not respond to emails after 6pm. Please do not expect an immediate response over the weekend.
5. If you do not receive a response after two days, email again –your email may have got lost in spam or junk mail folders.

\textbf{Class Attendance:}

Students are expected to attend ALL class sessions: attendance is part of your participation grade.

Students are allowed \textbf{ONE UNJUSTIFIED ABSENCE}.

More than one unjustified absence will result in an \textbf{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.

\textit{A policy of honesty is usually the wisest in communicating with me.}

\textbf{Grader}

Lauren Robinson will grade for this class.

Please do not hesitate to contact her if you any questions regarding quizzes, the reading, the class. Her email is: lrobinson@islander.tamucc.edu
Academic Affairs:

**Students with Disability and Veterans:** 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 visit the office: Corpus Christi Hall, Room 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services for assistance.

**Academic Advisement**

The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466.

**Grade Appeal Process:**

Students who feel they have not been held to appropriate academic standards as outlined in this class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course.

A student with a complaint about a grade is encouraged to first discuss the matter with the instructor.

For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website: cla.tamucc.edu/students/studentinfo.html.

For assistance and guidance in the grade appeal process, students may contact the CLA Associate Dean, Dr. Mark Hartlaub.

**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.”

*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.
To avoid plagiarism: *always be safe rather than sorry!*

PROPER CITATION INVOLVES USING BOTH QUOTATION MARKS AND FOOTNOTES
1. Quotation marks indicate the material is from someone else.
2. Footnotes tell the reader when the information or idea come from.
You must always quote and cite when you use someone else’ words or ideas, or to show where you got your information from.
Even when you are paraphrasing (rewriting in your own words), include a footnote.
It is best to avoid paraphrase and, instead, rely on quotations.
*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, put page numbers in parenthesis)*

The following rules also apply to your in-class quizzes.
In order to develop good quiz writing practices, please see below.

### Course Assignments:

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

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<thead>
<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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<td>Essay</td>
<td>20%</td>
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<tr>
<td>Film Analysis</td>
<td>15%</td>
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<tr>
<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.
Course Outline

Week 1

Aug. 27   Introduction: *The Making of Europe: A Mediterranean world*
Lecture & Discussion. Syllabus Overview

Week 2

Sept. 01   *A Mediterranean World: the Near East & Emergence of Greece*
Lecture & Reading: *MW*, Ch2

Sept. 03   Lecture & Reading: *SMW*, pp. 39-42 & pp. 42-48

Week 3

Sept. 08   *The Greek Golden Age*
Lecture & Reading: *MW*, Ch. 3

Sept. 10   Reading: *SMW*, pp. 57-62

Week 4

Sept. 15   *The Classical & Hellenistic world*
Lecture & Reading: *MW*, Ch. 4, *SMW*, pp. 79-83

Sept. 17   *The Roman Empire*
Lecture & Reading: *MW*, Ch. 6

Week 5


Sept. 24   *The Transformation of Europe (I): Migration, Religion & Power*
Lecture & Reading: *MW*, Ch. 7: pp.197-214 & Ch. 8: pp. 232-45

Week 6

Oct. 01  The Transformation of Europe (II): Emperors, Caliphs, and Lords
Lecture & Reading: MW, Ch. 9

Week 7

Oct. 06  Tolerance in Europe: The Case of Al-Andalus
Lecture
ESSAY #1 TO HAND IN, IN CLASS

Oct. 08  The Middle-Ages (I)
Lecture & Reading: MW, Ch. 10

Week 8

Oct. 13  The Middle-Ages (II)
Lecture & Reading: SMW, pp. 193-95, pp. 195-97 & 197-202

Oct. 15  The High Middle-Ages (III)
Lecture & Reading: MW, Ch. 11

Week 9

Oct. 20  Search for Order, Knowledge, and Faith
Lecture & Reading: MW, Ch. 12

Oct. 22  Lecture & Reading: SMW, pages to be announced.

Week 10

Oct. 27  Film Showing

Oct. 39  Film showing

Week 11
Nov. 03  
**Renaissance: The Black Death**  
Lecture & Reading: *MW*, Ch. 13 (pages to be determined)  
FILM ANALYSIS TO HAND IN, IN CLASS.

Nov. 05  
**Renaissance: Genius and Art**  
Lecture & Reading: *MW*, Ch. 13 (pages to be determined)  
*SMW*, pp. 257-61 & pp. 261-68

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**Week 12**

Nov. 10  
**Global Encounters**  
Lecture & Reading: *MW*, Ch. 14

Nov. 12  
Lecture & Reading: *SMW*, pp. 269-74, pp. 274-78, pp. 278-80

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**Week 13**

Nov. 17  
**A New World Emerges (I):**  
Lecture & Reading: *MW*, Ch. 15

Nov. 19  
**A New World Emerges (II): The Age of the Sun King**  
Lecture

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**Week 14**

Nov. 24  
**A New World Emerges (III)**  
Lecture & Reading: *MW*, Ch. 16

Nov. 26  
**THANKSGIVING BREAK**

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**Week 15**

Dec. 01  
**The Atlantic World**  
LAST CLASS: Lecture  
Essay #3 TO HAND IN, IN CLASS.