History 1100
Foundations of Western Civilization: Ancient, Medieval and Renaissance
Classroom: Main 225
T/R 10:30-11:45

Instructor: Dr. Cogan
Office: Main 321-L
Office Hours: T: 3-4 pm, or by appointment

Graduate Assistant: Ms. Tolman
Office: Main 323
Office Hours: M/W 3-3:45 pm

Online Office Hours: Wed., 9-10 pm on Canvas
Contact information: Susan.Cogan@usu.edu
Office phone: 435-797-1106

Undergraduate Teaching Fellows: Ms. Cropper
Email: elisabeth.j.cropper@gmail.com
Office Hours: TH, 1:30-2:45 in Main 321-L
Ms. Hamblin
Email: michaela.d.hamblin@aggiemail.usu.edu
Office Hours: M, 9:15-10:15, in Main 321-L

Course description: This course will provide you with a framework of European history from the beginnings of civilization through the European Renaissance. The course is structured around a theme that we will follow throughout the semester: how religion, law, and gender relations interacted to shape what we know as “The West.” Through readings, writing assignments, and focused class discussions, you will learn to read and think more critically and to write more articulately – skills that will serve you well in your college life and beyond.

Course Objectives: History 1100 will help you to:

- Acquire historical knowledge
- Critically analyze information and events
- Understand the significance of events and actors in the past
- Communicate your knowledge

What to expect: This course is primarily lecture, but with time provided for questions and discussion of the material. On some days we will be engaged in other activities – for instance a discussion of the primary documents or a video clip pertinent to the topic we are studying that week. I will distribute a list of questions you should watch and listen for in the media presentations to help to guide your understanding of the material at hand.

Attendance: Attendance is required. It is very difficult to succeed in this course without consistent attendance at the lectures and engagement with class discussions.

Classroom Guidelines:
This is a tech-free zone. Please plan to take notes on paper. Better retention, less distraction.

Please turn off your cell phone before class begins. Even on vibrate, I can hear your alerts and I lose my train of thought.

Please take care of personal needs prior to coming to class. Regular traffic in and out of the room is distracting for everyone.
**Reading:** There are two books required for this course. They are available for purchase at the campus book store. You should plan to finish each week’s readings before coming to class that week.


Katharine Lualdi, *Sources of the Making of the West*, volume 1: to 1750 (packaged with the Hunt text at no additional charge)

If you prefer e-book versions (which are less expensive than traditional paper versions) please visit the publisher’s website: [http://bcs.bedfordstmartins.com/huntconcise4e/#t_818429](http://bcs.bedfordstmartins.com/huntconcise4e/#t_818429). Keep in mind that you will still need to purchase a paper copy of the documents reader, however, since it is not available as an e-book.

**Assignments**

**Documents:** Each week, you will choose one document from the relevant chapter in the Lualdi documents sourcebook, *Sources of the Making of the West*. Of the five documents in each chapter, choose the one that most interests you. You might choose to follow a theme from week to week: law codes, documents about women, the family, or religion, for example. If you prefer, you may choose not to follow a theme, but to look for the most intriguing “find” of the week in the assigned Lualdi chapter.

You should read the document to answer the following questions: Who wrote it? Where and when? For what purpose? Why is this document significant (or: why is it important enough to include in this sourcebook): what does it tell us about a certain civilization at a specific time? Are there similarities or differences compared to other civilizations?

Fill out the Documents Summary Sheet each week (available on Canvas) and turn it in every Thursday. These must be submitted in paper copy: emailed Document Summary Sheets will not be accepted!

Note: Reading and summarizing one document is a bare minimum to pass this class. To excel in this class you should plan to do more. See “High-Achiever” and “Super-Achiever” options on p. 5 for further information.

**Midterm Exam:** The midterm examinations will be administered on September 30 and November 6. There will be a map section, a few multiple-choice questions, and two short essays. Please be sure to arrive on time for class on exam days so that you have as much time as possible to work on your essays. Unfortunately, if you arrive late for the exam you will not receive extra time at the end of the exam period. If you arrive after anyone sitting the exam has left the exam room you will not be permitted to take the exam.

**Final Exam:** The final examination will be administered on Tuesday, Dec. 9 from 11:30-1:20 in our usual classroom.
**Grading:** Your course grade is made up of the combination of the following assignment scores:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Document Summaries: 10 summaries x 10 pts each</td>
<td>10%</td>
</tr>
<tr>
<td>Reading Comprehension Quizzes: 10 quizzes x 10 pts each</td>
<td>10%</td>
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<tr>
<td>Group Work:</td>
<td>15%</td>
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<tr>
<td>Midterm Exams 20% x 2:</td>
<td>40%</td>
</tr>
<tr>
<td>Final:</td>
<td>25%</td>
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**LATE WORK IS NOT ACCEPTED.**

**THERE ARE NO OPPORTUNITIES FOR MAKING UP QUIZZES, SO PLAN ACCORDINGLY.**

**YOU MUST COMPLETE ALL ASSIGNMENTS AND EXAMS TO PASS THIS COURSE.**
Getting the Grade you Want

The more you understand and are able to communicate that understanding, the better your grade will be. Here are some tips to help you in that regard:

**Reading:** Be an active reader. That means engaging with your textbook by writing in the margins, asking questions and drawing connections between the content in different sections. If you are reading along and think, “Hmm, that sounds really similar to what I read about x,” make a note of that in the margins. You can draw connections between different parts of the textbook and between the text and documents readings, podcasts, really any of the course content.

Top students have said that their grades improved even more when they transferred the thoughts and questions in their marginal notes to a notebook, where they had the space to work through those ideas.

**Document Analysis:** Learning to read primary sources can be difficult. It will be easier if you ask yourself some questions about the document as you read it. For instance, if you are reading a folk tale, ask yourself what the folk tale tells us about religion? About social life? Is it designed as a morality tale and if so, for what purpose? It might help to have your textbook open to the relevant section so that you can work on placing the document in its broader context.

**Lecture:** Lectures do not simply repeat the reading material. In lecture we will discuss concepts and narratives that the textbook does not cover. More importantly, lecture periods are my best opportunity to teach you the analytical skills that this course is designed to give you. If you are to understand this course, then a blend of lectures and readings is essential, which means consistent, regular attendance and active engagement with the lecture – in other words, listening carefully, taking notes and asking questions. This is not the time to work on your multitasking skills, so avoid distractions such as email, social media, sports scores, and your cell phone while in class.

**Study Sessions:** We will offer study sessions/SIs prior to every exam. Take advantage of as many of these review opportunities as you can.

**Talk to your teachers:** Visit the professor, the graduate assistant, or the undergraduate teaching fellows in office hours. We set aside this time just for you! If you are curious about something, need to clarify material from lecture, aren’t sure how to take notes or how to study effectively, or if you are struggling in this course, visit us in office hours. We want you to succeed!
High-Achiever and Super-Achiever Options

If you consider yourself a high-achiever, or you simply want to increase the odds of achieving a high final grade in this course, there are opportunities for you to work on moving beyond “average” performance. Setting goals and working toward those goals is a skill that employers value and that will help you in life no matter what path you choose for your future. Setting and achieving goals demonstrates that someone has initiative and a solid work ethic. But goal-setting and successful achievement of those goals takes practice. This is an opportunity for that practice: a chance to “supercharge” your education.

How does this work?

High-Achiever Option:
1. Read two documents each week instead of one.
2. Write up document summaries of each of the documents you have read.
3. Think about how the documents might relate to one another.
4. Write 2-3 sentences about how and why they relate to one another and why that relationship is significant.

Super-Achiever Option:
1. Read all of the documents in the assigned chapter (usually five).
2. Write up document summaries of three of the documents.
3. Write a paragraph/short essay (about a half-page in length) explaining how and why these documents relate to one another.
4. In the comparison, focus on how and why it’s significant that the documents relate to one another. What do those documents, as a group, tell us about a particular society, culture, or period of time?
Schedule of Lectures and Assignments

PART I: ANTIQUITY (10,000 BCE – 600 CE)

Week 1: Foundations of Western Civilization: Laws, Religions, Gender Relations
This week will be devoted to orienting you to the course and to setting up the “historical problem” of the course: how certain structures (legal, religious, gender) have shaped Western society and culture and continue to echo down to the present day.

Readings: Hunt, Chapter 1; Lualdi, documents reader, “Introduction: Working with Historical Sources,” pp. 1-14; AND Lualdi, Chapter 1 (choose one document)

T (8/26): Course Introduction, Prehistory and the Beginnings of Civilization

Week 2: Monarchy and Religion in Ancient Egypt
Readings: Hunt, Chapter 2; Lualdi, Documents, Chapter 2 (choose one document)

T (9/2): Egyptian Religion, Monarchy, and Law
R: (9/4): Curses! Group Work Day

Questions to consider:
- What do the law codes we have read so far tell you about social life? About the relationships people had with one another?
- What do the law codes tell you about religious beliefs in the ancient Near East?
- What do the prayers tell you about religious beliefs in the ancient Near East?
- What kind of relationship did these people have with their gods?

Week 3: Bronze Age and Empire: Assyrians, Persians, and the Early Greeks
Readings: Hunt, Chapter 3; Lualdi, Documents, Chapter 3 (choose one document)

T (9/9): Bronze Age Civilizations
R (9/11): Classical Greece: culture and political structure

Question to consider: How do the Assyrian and Persian empires compare to one another? How are they similar? How are they different?

Week 4: The Mediterranean Region during the Classical and Hellenistic Periods
Readings: Chapters 4 & 5; Lualdi, Documents, Chapters 4 & 5 (choose one document from each chapter)

Aristotle: On a Good Wife, c. 330 BCE
http://www.fordham.edu/halsall/ancient/greek-wives.asp
T (9/16): Hellenistic society and culture
R (9/18): Hellenistic Rome

Question to consider: How did the empire-building strategies of Philip of Macedon and his son Alexander compare to the empire-building techniques of the Assyrians and Persians?

Week 5: Rome
Readings: Hunt, Chapters 6 & 7; Lualdi, Documents, Chapters 6 & 7 (choose one document from each chapter)

T (9/23): Roman Republic
R (9/25): Roman Empire

Questions to consider:
- Using this week’s documents, describe what was expected of women in Ancient Rome. How were they supposed to behave? What were their various roles in the family/household/community? What kinds of legal privileges did women have?
- How did women’s roles and privileges in Rome compare to women’s roles and privileges in other parts of the ancient world (especially Egypt and Greece)?

Part II: The Medieval Period (600 CE-1450)

Week 6: The Emergence of Islam
Readings: Hunt, Chapter 8; Lualdi, Documents, Chapter 8 (choose one document)
Viewings: The Islamic History of Europe (watch through 55:35) BEFORE class on Thursday!
http://www.youtube.com/watch?v=YfhZR15QRKA

T (9/30): Midterm Exam
R (10/2): Islam and the West

Week 7: Resurrecting Rome in the Early Middle Ages
Readings: Hunt, Chapter 9; Lualdi, Documents, Chapter 9 (choose one document)

T (10/7): Germania and Byzantium
R (10/9): New Empires, New Monarchies: Charlemagne and Alfred the Great

Week 8: Buried Treasure and Fall Break
Readings: Hunt, Chapter 10; Lualdi, Documents, Chapter 10

T (10/14): The Sutton Hoo Helmet and Historical Method
R (10/16): No Class: Go to your Friday classes instead
**Week 9: Crusades and Reforms in the Central Middle Ages**

**Readings:** Hunt, Chapter 11; Lualdi, *Documents*, Chapter 11

T (10/21): The High Middle Ages: Crusades, Courtly Love, and Cathedral Building  
R (10/23): Heresy, Inquisition, and Reform

**Week 10: Dearth, Famine, Disease and Unrest**

**Readings:** Hunt, Chapter 12 and pp. 399–411; Lualdi, *Documents*, Chapter 12

**Web Readings:** Scientists on the Causes of the Little Ice Age:  
https://www2.ucar.edu/atmosnews/news/6338/study-may-answer-longstanding-questions-about-little-ice-age

T (10/28): The Manor System, Urban Growth, and Plague  
R (10/30): Cultural Artifacts on the Move: The Lewis Chessmen & Historical Method; **Group Work Day**

**Week 11: Late Medieval Europe**

**Readings:** “Joan of Arc” packet (Canvas)  
T (11/4): War and Female Prophecy  
R (11/6): Midterm #2

**Part III: The Renaissance**

**Week 12: European Renaissance (Part 1)**

**Readings:** Hunt, pp. 411–427; Lualdi, Chapter 13

**Web Documents (read all):**

Goodman of Paris: *On Ideal Marriage*  
http://www.fordham.edu/Halsall/source/goodman.asp

Francesco Barbaro’s Advice to Lorenzo de Medici: *On Wifely Duties*  
(available on Canvas)

T (11/11): Comparing different types of Humanism: Civic and Christian  
R (11/13): Social Life and Gender Relations in the Renaissance

Questions to Consider: How do the gender prescriptions of the Renaissance period compare to gender prescriptions of the Classical period?
Week 13: European Renaissance (Part 2)
Readings: Lewis Spitz, “Humanism beyond Italy” (Canvas)

T (11/18): Cultural Rebirth
R (11/20): The Role of Modern Technology in studying pre-Modern Art

Week 14: Beyond Europe: Colonies and Encounters
Readings: Hunt, Chapter 14; Lualdi, Documents, Chapter 14 (choose one from documents 1-3) and
Michel de Montaigne’s “Barbarians All” from Lualdi Chapter 15.

R (11/27): THANKSGIVING

Week 15: Reforms and Revolutions
Readings: Hunt, Chapter 15; Lualdi, Documents, Chapter 14 (choose one from documents 4-6);
Chapter 15, document 1, “The Edict of Nantes”

T (12/2): Religious Reformations
R (12/4): Social Reformations

FINAL EXAM: Tuesday, December 9, from 11:30-1:20, in our usual classroom.

Important University Policies to Know:

Students with Disabilities: Students with ADA-documented physical, sensory, emotional or
medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible
for services. All accommodations are coordinated through the Disability Resource Center (DRC) in
Room 101 of the University Inn, (435) 797-2444 voice, (435) 797-0740 TTY, (435) 797-2444 VP,
or toll free at 1-800-259-2966. Please contact the DRC as early in the semester as possible.
Alternate format materials (Braille, large print or digital) are available with advance notice.

Plagiarism: Plagiarism will not be tolerated. Anyone who knowingly uses the work of another
without attribution will receive an “F” on the assignment, and at the instructor’s discretion may
receive an “F” in the course. Furthermore, it will cause your professor to spontaneously combust. It
is a horrifying spectacle and heartily discouraged. ALL cases of plagiarism will be reported to the
Office of Student Services.

Honor Code: As stated in The Student Code, “Each student has the right and duty to pursue his or
her academic experience free of dishonesty. The Honor System is designed to reinforce the higher
level of conduct expected and required of all Utah State University students.” Upon admission to
Utah State University, you agreed to abide by this Honor Code by signing the Honor Pledge, which
reads: “I pledge, on my honor, to conduct myself with the foremost level of academic integrity.”
Complete academic honesty is expected in this course. Cheating on exams or plagiarism on written
assignments will result in a failing grade and may result in further action according to University policy.

**ALL cases of academic dishonesty will be referred to the Office of the Vice President for Student Services.**

The Instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined in the University’s Student Code:

Acts of academic dishonesty include but are not limited to: 1. Cheating: (1) using or attempting to use or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity, including working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done “individually”; (2) depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; (3) substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work; (4) acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission; (5) continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity; (6) submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or (7) engaging in any form of research fraud.

2. Falsification: altering or fabricating any information or citation in an academic exercise or activity.

3. Plagiarism: representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes using the sale of term papers or other academic materials.


**Religious Observance**: It is my policy to make every effort to reasonably and fairly accommodate all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. If you have a potential class conflict because of religious observance, you must inform me of that conflict no later than the end of the second week of class: **September 5.**