GENERAL EDUCATION NOTICE: The University Senate has mandated the inclusion of language in the syllabus regarding: "Required Language for Course Syllabi. Explaining [the] Place of the Course in [the] General Education Program". The portions relevant to History 105/106 follow.

"Foundations
This course is one of nine courses that you will take in General Education Foundations. Foundation courses cultivate skills in reading, writing, research, communication, computation, information literacy, and use of technology. They furthermore introduce you to basic concepts, theories[,] and approaches in a variety of disciplines in order to provide the intellectual breadth necessary to help you integrate the more specialized knowledge gathered in your major areas of study into a broader world picture....

"This course is one of four Foundations courses that you will take in the area of Humanities and Fine Arts. Upon completing of this area of Foundations, you will be able to: 1) analyze written, visual, or performed texts in the humanities and fine arts with sensitivity to their diverse cultural contexts and historical moments; 2) describe various aesthetic and other value systems and the ways they are communicated across time and cultures; 3) identify issues in the humanities that have personal and global relevance; 4) demonstrate the ability to approach complex problems and ask complex questions drawing upon knowledge of the humanities."

COURSE OBJECTIVE: The ultimate objective of this course is to provide the diligent student with a firm understanding of the events, encompassing context, and thoughts and ideologies of Western Civilization history. That objective comes with some built-in limitations:

a) Definition of Western Civilization: The definition of 'Western Civilization' is somewhat amorphous, as it denotes elements of a regional and cultural nature – complicated by the fact that its geographic and ideological characteristics do not coincide anywhere near perfectly. As a very general statement, the first half of the sequence (History 105) deals with a progression (regionally) from the ancient Middle East and eastern Mediterranean regions to the Mediterranean, to Europe above the Alps, to Europe's ideological or physical interaction with a limited portion of the global community (New World). In the second half of the sequence (History 106), the focus is likely to rest on Europe and the world-class transformations occurring there that will leave Europe dominating and influencing the globe – for better or worse (it is both) – for 500 years.

b) Nature of survey courses: Western Civilization – as with US and World History – is a survey course. One reality of survey courses is that few students will even complete a survey course complaining of the lack of material covered; likewise,
few (no) instructors will complete such a course without lamenting the vast array of topics not covered, or covered (in their estimation) inadequately. The objective is to instill in the student a firm knowledge of the topic, not a comprehensive one – that is the work of a lifetime. While survey courses of a particular species will likely all cover the same core topics, supplemental topics will vary from instructor to instructor. The particular selection in this version of the course are noted in the Approach of Course, below.

APPROACH OF COURSE: This course deals with the first half of the Western Civilization sequence, ranging appropriately from the early civilizations of Mesopotamia and Egypt to the eve of the Scientific Revolution and the Enlightenment. A comprehensive presentation of this entire period, given the restraints of time, would be impossible. Instead, the goal during this course will be to provide a selection of the events, issues, traditions, and concepts growing from this period so as to reflect faithfully and meaningfully major trends in the concepts of man and god, nature, social and political development, and man's reflections upon himself and his environment. The course will be divided into three segments. Part I will deal with the primary bases of human civilization, illustrated with Mesopotamia and Egyptian cultures, and with the development of Greek civilization. Part II will touch on the Roman civilization before concentrating on the rise of Christianity and the evolution of the culture, beliefs, and society of the Middle Ages. Part III will cover the transition from medieval to pre-modern world, as embodied in the evolution from the Renaissance, through the religious upheaval of the Reformation and Counter-Reformation, to the eve of rationalist counter-attack in the Scientific Revolution and the Enlightenment.

REQUIRED MATERIALS:

HISTORY 105 Student Packet.

Four (4) Scantrons, Form No. 815-E, with a No. 2 pencil. (Conditional).

WHY THEY ARE REQUIRED: The Student Packet constitutes notes from the lectures, styled as a power point presentation, already rendered into a hard copy so that copying from the screen is unnecessary. It also incorporates copies of sample tests, with their answers. The scantrons are necessary for those taking the four film quizzes. Note: you need to get this particular form (“Quizstrip”) or the Scantron machine will not be able to read your answer sheet.

COURSE STRATEGY: The paradigm for instruction in this course will base itself on a lecture/film model. It is a departure from previous approaches, encouraged by an experiment with this approach in past classes, the realities of larger class sizes, and a repeatedly expressed student desire for more visual presentations. The core of the course and course grade, will derive from lecture; films will occupy approximately 20% of class time, and see their grade input via extra credit points.

A reference to the ‘Approach of Course’ above, and the perusal of the Synopsis of Lecture Topics at the end of this syllabus, should give one the sense of the lecture approach. The use
of film, however, could use some elaboration. In the History 105 course, all the films are the, obviously modern, renderings of sentiments of past times and authors. Lysistrata, dating back to 411 BC, is an iconic Greek anti-war play, with an intriguing twist. The women of Greek propose to end war by withholding sex from their men until the men cease war. A thousand years later, in Beowulf, a classic of early English literature, the complications of the warrior creed, in an atmosphere of rising Christianity, is explored. By 1100 AD, in El Cid, the swirl of politics and religion is presented during the early phases of the Reconquista of Spain – and, perhaps, the roots of Spanish nationalism are revealed. And we close with Shakespeare's rendering of the complications of teenage love in an Italy torn by clan warfare – particularly well presented in the 1968 version that actually used teenagers in the lead roles of Romeo and Juliet.

GRADES: The course grade will be mainly determined by the student’s results in tests, with some potential effect from extra-credit.

1) Tests: There will be two midterms and one final examination in this course. The format for the all three tests will be the same, and result in a possible raw score of 144 points. A multiplier of 2 or 3 will be used to weight the tests; midterms will be worth 288 points each, the final will be worth 432 points. The details and breakdown of scoring are addressed later in the syllabus on the Course Grade Scale sheet; it is sufficient at this point to note that, roughly, each midterm represents 30% of the course grade, with the final representing 40%. [For the mathematically precise, the division is 2/7, 2/7, and 3/7.] A class discussion of the details of the test format will come presently. However, for those wishing precise knowledge now, look to the student packet. In the packet are sample tests for all three tests (and their answers) in the identical format that will be used for ‘live’ tests this semester. Tests are not cumulative. [The right to utilize multiple versions of a test simultaneously is reserved.]

2) Test Security – Late Arrival to Tests: In a test environment, once knowledge of the particulars of a test have left the room, the security of that test has been compromised. It must be assumed that the test is then in the public domain. In short, the test is dead. The timing of this event is somewhat unpredictable, but for our purposes the cut-off time for arrival for a test is: 20 minutes for a test of 60 minutes or less; 30 minutes for a test over 60 minutes. Students arriving after these deadlines will not receive said test for that examination.

The student in such a situation – especially for the final examination – can expect an "F" for the test, or an Incomplete for the course; in the latter case, the student will have a make-up opportunity in the following semester. At the instructor's option, a make-up midterm test may be composed and offered. Be assured that the circumstances of such a test will be even more inconvenient to the student than they are for the instructor.

3) Mid-test Departures: Normally, a student departing the test site reflects completion of the test. If you need to leave (briefly) the room during the test, request and receive permission from the instructor before departing. Otherwise, the test is likely to be considered completed, abandoned, or voided. In such a circumstance, no make-up test, or Incomplete, will be offered.
EXTRA-CREDIT – FILM: Film is a relatively modern medium, but can be used to illustrate past historical eras, say, circa 400 BC, 800 AD, 1100 AD, 1500 AD. For this History 105 class, the films are:

Lysistrata, (Aristophanes), 1987 videocassette, starring Jenny Karezi, Costas Kazokos, directed by Yiannis Negrepontis. [Sexual politics and war from a Greek perspective.]


El Cid, 1961, Charlton Heston, Sophia Loren, directed by Anthony Mann. [Crusades meets Spanish nationalism.]

Romeo and Juliet, (Shakespeare) 1968, Olivia Hussey, Leonard Whiting, directed by Franco Zeffirelli. [Clan feuds and teenage love in the Italian Renaissance.]

1) Attendance: five points for full attendance at a film showing, to a maximum of 40 points. [Fraudulent signing in on the attendance sheet will result in a penalty of double, and consideration of halting further attendance credit.]

2) Quizzes: points for correct answers on film quizzes (seven questions per quiz, times two points), to a maximum of 40 points. Answers that the Scantron machine can not register will not count.

As designed, it would be possible to gain the maximum of 80 points without attending all the showings, or taking all the quizzes.

COURSE GRADE SCALE: The scale used to calculate test grades is attached to this syllabus. The Course Grade Scale is the simple extension (horizontal addition) of the test grades – the extra-credit forms no part in determining the scale. Do, however, add your extra-credit points to your score in determining your course grade.

CREDIT/NO-CREDIT: University policy specifies that a “credit” grade requires the student achieve the equivalent of a “C” grade in the course; a “C-“, for example, is not sufficient for a grade of “credit”.

GENERAL SCHEDULE AND VIEWING SCHEDULE: A copy of the course General Schedule of class meetings and lecture topics, as well as film showings and quizzes, is attached to this syllabus. (A fuller, but not exhaustive, listing of topics for each lecture is included later in the syllabus as a separate item.) Consult it, and budget your time accordingly. Take note and remedy any scheduling conflicts NOW; I do not plan to change assignment dates or give make-up tests because you, suddenly, have to attend Aunt Minnie’s wedding or because you have already purchased the plane tickets for the Aspen ski trip. In the event of emergencies, of course, limited accommodations can usually be worked out; the likelihood of such arrangements
typically improves if sufficient notice is given prior to the event.

CLASSROOM DEPORTMENT – general: The standards for student behavior in a classroom environment should be obvious – experience has demonstrated that not all students recognize the obvious. During a lecture or discussion session, student attention should be focused on the academic activity at hand. Inappropriate activities in such conditions include, but are not limited to: reading newspapers or other extraneous materials; engaging in side conversations, in person or electronically; shuffling of papers. For believers in the osmotic school of learning – sleeping – it is at least non-disruptive, provided you don't snore. Wait until the class activity is completed before beginning the arduous task of packing your backpack – I consciously attempt to respect the dividing line between class time and your time – do me the equal courtesy.

CLASSROOM DEPORTMENT – electronics: I repeat: “During a lecture or discussion session, student attention should be focused on the academic activity at hand.” Of late, that principle has been under heavy assault due to an explosion of access to internet information, and increasing class sizes. One paradoxical consequence of this situation has been the individual, linked electronically to the world, and disconnected from the people and events about them. THAT IS NOT THE CLASSROOM ENVIRONMENT. If that is a life-style you cannot live without, take it outside the classroom, ideally, permanently. DURING CLASS, TURN OFF AND PUT AWAY CELL PHONES, LAPTOP COMPUTERS, AND ANY OTHER INTERNET OR WIRELESS DEVICES – and if you have an old Morse code key, put that away as well. OTHERWISE, BE AWARE I AM NOT ABOVE INTERRUPTING THE CLASS TO ADVISE YOU TO CEASE THE ACTIVITY, OR LEAVE THE CLASSROOM.

YOU ARE NOT REQUIRED TO ATTEND CLASS; IF YOU CAN NOT GIVE THE CLASS YOUR UNDIVIDED ATTENTION, DO NOT COME TO CLASS.

ATTENDANCE: You should be aware that examinations rely completely on lectures, and attendance, therefore, is critical to your grade. Whether uniquely brilliant, or merely eccentric, my lectures are not reproduced in standard (or even non-standard) texts; making up a lecture you missed in favor of a few beers at your favorite bar will not be easy. Should you have the misfortune of missing a lecture, I am available during office hours or at another appropriate time to discuss the major points of that lecture with you; this does NOT mean that I shall summarize the last three weeks of lectures for you on the eve of a midterm.

There will be times when a record of student attendance will be kept – mainly in the form of sign-in sheets. This would occur primarily in two instances: a) at the beginning of the course, in relation to the process of removing students registered in the class, and replacing them with crashers; b) in relation to student presence at film screenings and extra credit. A third possibility is at tests, for the benefit of students who like to turn in tests without names.
It should be clear that I see attendance in class as an important element of student success – you do, however, have the right to disagree with that view, and not attend class. ATTEND CLASS OR DON’T ATTEND CLASS, BE HERE OR DON’T BE HERE – IT IS YOUR DECISION, BUT BE DECISIVE. ARRIVING LATE OR DEPARTING EARLY IS DISRUPTIVE OF CLASS, AND AN EXCELLENT WAY TO COURT THE IRE OF OTHER STUDENTS AND THE WRATH OF THE INSTRUCTOR.

ADA: Pursuant to the Americans with Disabilities Act, students with disabilities needing academic accommodation should discuss options with their instructors early in the semester.

Ideally, such notification and discussion of options should occur during the first week. Additionally, although probably not covered by the ADA law, students with conditions potentially affecting their class work or attendance, e.g., pregnancy, potential military deployment, etc., should discuss them with the instructor in the event that contingency plans might be necessary.

ADA TESTING: If your disability necessitates the taking of tests in an environment other than as scheduled for the rest of the class, inform me of your situation, within the first two weeks of the course. (My concerns deal with test security and the DSS, not your rights to this service.) Plan on arranging the appropriate paperwork two weeks in advance for a midterm, and four weeks in advance for a final. Given the ponderous bureaucratic nature of the entire process, failure to meet these deadlines could result in no test when you expected it, a later rescheduling of the test, or an Incomplete for the course.

RETURN OF WORK AND POSTING OF GRADES: Students will have the opportunity to receive back all graded materials. Quizzes are normally returned at the next class meeting; tests are typically returned within a week or so. Uncollected work is kept for one semester after the end of the course before being destroyed; it may be retrieved from my office during that period. Furthermore, if you wish to receive your final examination, or course grade, after the final examination, leave a self-addressed and stamped envelope or postcard with me at the final.

On a number of occasions this semester, grades will be posted. For purposes of identification, the posting number will be the last four digits of the student ID number.

SEAT ASSIGNMENT: I reserve the right to make or change student seating arrangements in the classroom. This is not a routine action. The most likely scenario involves repeated disruption by students or groups of students who apparently believe their social discussions or commentary is the most appropriate use of class time.

OFFICE HOURS AND OFFICE: Office Hours: I will have office hours, -11AM-Noon, Monday/Wednesday/Friday, at the Arts and Letters Building, Room 553 ((619) 594-8458) If unable to contact me directly, student messages may be left for me at the History Department, on the fifth floor. Additionally, through the voice mail system at Mesa College, a recorded message can be left by dialing (619) 388-2767, mail box #5127. Please indicate your name, class, and as necessary, phone number (with area code), CLEARLY – my ears are old and
your cell phones aren't that good. I am also available via e-mail, again through the Mesa college system (sdccd.edu). Be aware that I am not in constant communication with the internet and that there may be some delay in responding; a timelier response is more likely with more direct forms of communication previously noted above.

MODIFICATIONS TO COURSE OR COURSE MATERIALS: I reserve the right to make modifications to the course content, requirements, or materials. They will be announced in class, and frequently covered in hand-out materials as well. Students will be held accountable for such changes, whether they attend class or not!

Announcement of correction to sample answer (2MT/105)

The test section of the History 105 Student Packet contains an error. On page 123, in the answer section of the Packet, it indicates that the appropriate answer for Question #10 in Part II is “c” [“Using ministeriales”]. In actuality, it should be “d” [“Becoming pope”].

x
105/10AM

Dr. Guthrie

SDSU

History 105 Schedule

Spring 2014

#21575/SH119
MWF/10-11AM

Week#1
(20Jan-24Jan)
Monday, 20Jan: No classes.
Wednesday, 22Jan: Introduction/Syllabus.
Friday, 24Jan: Introduction/Syllabus.

Week#2
(27Jan-31Jan)
Monday, 27Jan: Theocracy I/Sumeria.
Wednesday, 29Jan: Theocracy II/Assyria/Phoenicia.
Friday, 31Jan: Egypt I/Old Kingdom.

Week#3
(3Feb-7Feb)
Monday, 3Feb: Egypt II/Middle/New Kingdom.
Wednesday, 5Feb: Overview of Greek History; Greek Ia/Pre-Greeks.
Friday, 7Feb: Lysistrata Screening 1.

Week#4
(10Feb-14Feb)
Monday, 10Feb: Greek Ib/Athens; Begin Greek Ila-Reformers.
Wednesday, 12Feb: Cont. Greek Ila-Reformers; Greek Iib/Reformers.
Friday, 14Feb: Lysistrata Screening 2.

Week#5
(17Feb-21Feb)
Monday, 17Feb: Sparta.
Wednesday, 19Feb: Review; Lysistrata quiz.
Friday, 21Feb: FIRST MIDTERM.

Week#6
Week#7
(24Feb-28Feb)
Monday, 24Feb: Rome I/To Republic.
Wednesday, 26Feb: Rome II/To Late Republic.
Friday, 28Feb: Rome III/To Emperors.

Week#8
(3Mar-7Mar)
Monday, 3Mar: Rome IV/To 476.
Wednesday, 5Mar: Early Christianity and the Roman Church.
Friday, 7Mar: Beowulf Screening 1.

Week#9
(10Mar-14Mar)
Monday, 10Mar: Charlemagne and the Holy Roman Empire I/II.
Wednesday, 12Mar: Feudalism and Manorialism.
Friday, 14Mar: Beowulf Screening 2.

Week#10
(17Mar-21Mar)
Monday, 17Mar: Investiture Struggle I/II.
Wednesday, 19Mar: Innocent III and Frederick II; Beowulf quiz.
Friday, 21Mar: Crusades.

Week#11
(24Mar-28Mar)
Monday, 24Mar: SECOND MIDTERM.
Wednesday, 26Mar: El Cid Screening 1.
Friday, 28Mar: RESERVED DAY – reserved for make-up tests, etc, by appointment only– NO REGULAR MEETING OF THE 10AM CLASS ON THIS DATE.

Week#12
(31Mar-4Apr)
Monday, 31Mar: SPRING BREAK.
Wednesday, 2Apr: SPRING BREAK.
Friday, 4Apr: SPRING BREAK.
Monday, 7 Apr: State-Building and the Decline of the Church – 1200-1500 I.
Wednesday, 9 Apr: State-Building and the Decline of the Church – 1200-1500 II.
Friday, 11 Apr: El Cid Screening 2.

Week#13
(14 Apr-18 Apr)
Monday, 14 Apr: Italian Renaissance I;
Begin Italian Renaissance II.
Wednesday, 16 Apr: Cont. Italian Renaissance II.
Friday, 18 Apr: El Cid Screening 3.

Week#14
(21 Apr-25 Apr)
Monday, 21 Apr: Northern Renaissance; El Cid quiz.
Wednesday, 23 Apr: Romeo & Juliet Screening 1.
Friday, 25 Apr: Reformation.

Week#15
(28 Apr-2 May)
Monday, 28 Apr: Romeo & Juliet Screening 2.
Wednesday, 30 Apr: Reformation/Counter-Reformation.
Friday, 2 May: Romeo & Juliet Screening 3.

Week#16
(5 May-9 May)
Monday, 5 May: Scientific Revolution; Romeo & Juliet quiz.
Wednesday, 7 May: Review.
Friday, 9 May: FINAL EXAMINATION – NOTE TIME BELOW.

FINAL: 10AM Class – 1030-1230, Friday, 9 May 2014.
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TESTS – Points for Midterms and Final: Part I, 48 points; Part II, 48 points; Part III, 48 points. Maximum raw value of each test: 144. Multiplier effect for both Midterms: 2 [200%]. Maximum multiplied value of each Midterm: 288. Multiplier effect for Final: 3 [300%]. Maximum multiplied value of Final: 432. Approximate course value of tests: 30%; 30%; 40%.

BASIS FOR GRADE SCALE: The base number for determining letter grades above is not directly the maximum possible, but the amount set forth for an “A+” grade. For tests, that is approximately 90% (e.g., 264/288 on midterms). An “A-” is 90% of that; a “B-” is 80%, etc.
History 105 – Synopsis of Lecture Topics

(Below is a listing of topics within each lecture – the listings are illustrative, not exhaustive.)

To First Midterm.


Theocracy II/Assyria/Phoenicia: Assyria, empire of terror – the choice of trade or tribute – terror, propaganda, and deportation – Assyrian gods and prophecy – Phoenicia, a commercial model – Byblos, coastal trading, and papyrus – Tyre, the keel, and open sea trade – religion – Tyre and the wrath of Alexander the Great.

Egypt I/Old Kingdom: Environment and chronology – isolated alluvial society – comparisons with Sumeria – consolidation of ancient Egypt under quasi-divine kings – the pharaoh’s divinity, the mechanism, and the role of royal women – Ra and the Old Kingdom – concepts, requirements for life after death – challenges to the pharaohs’ powers and the decline into obsolescence.

Egypt II/Middle/New Kingdom: From Middle Kingdom to the Post-Imperial period – resurrection of the Middle Kingdom under a vizier turned pharaoh – consolidation, and succession through co-opting – Osiris and the democratization of salvation – invasion and the end of isolation – ‘national’ revival, Amen, and the New Kingdom – theocracy without the pharaoh – Aton, and biological failure of the 18th Dynasty revolt – Cleopatra.

Overview of Greek History: Chronology of the crises of Athens and Sparta, Persian Wars, Peloponnesian Wars and Spartan victory and collapse, the Macedonian consolidation of Greece.

Greek Ia/Pre-Greeks: Pre/early Greek civilizations – Minoans and Mycenaeans – Mycenaean post-Troy over-expansion, Dorian invasions, and the Greek Dark Ages – arete and noble domination – recovery, and the rise of the polis, nobles, and the kinship relationship – the Age of Tyrants as crisis management.

Greek Ib/Athens: Setting the stage for the Athenian crisis – circumstances – foreign policy considerations – the approaching domestic explosion: nobles out of control, merchants exasperated, peasantry enslaved.

Greek IIA/Reformers: Solon, the first reformer – defusing the explosion: “shaking off of burdens”, economic re-ordering, standardization of citizenship – the unauthorized mandate of a class-based overlay on a kinship-based society.
Greek IIb/Reformers: The three other reformers – Peisistratus, the struggle for power – the psychological aspects of reform, and the ‘best time’ to be alive in Athens – the fall of Hippias and the rise of reactionary forces – Cleisthenes, the champion of the masses – ‘death’ to the tribe through redefinition of the tribe – ostracism – Pericles and the Golden Age of Athens – from kinship to limited democracy.


To Second Midterm:


Rome II/To Late Republic: Middle Republic/Late Republic to the Gracchi brothers – the non-imperialistic Italian Wars – Punic Wars – domestic consequences: wealth, decline of small farmers, rise of knights – political machines and manipulation of power – Gracchi brothers and the failure of land reform – Senate’s validation of violence as a political tool.

Rome III/To Emperors: Late Republic/beginning of Imperial Monarchy – professionalization of the military and the rise of generals – Social War and the Italians – the Senate/anti-Senate and Sulla/Marius confrontation – victory through the occupation of Rome – Sulla Constitution – First Triumvirate and friction at the top – rise and fall of Caesar – Second Triumvirate and hatred at the top – Octavian and the end of the Republic.

Rome IV/To 476: Imperial Monarchy, from the height of Augustus to collapse in AD 476 – Octavian and the Principate – Settlements of 27/23 BC, the ‘Emperor’ Augustus – consolidation of power – the elusive problem of succession – causes for decline – Diocletian, the repairer of lost causes – Theodosius and the Germanization of the Roman army – Romulus Augustus, a non-Roman emperor with a perfect Roman name.

Early Christianity and the Roman Church: Overview of Jewish chronology: Abraham, Moses, David/Solomon-the ‘signature dynasty’ of the Jews, living on the invasion path to Egypt-Assyrians to Persians, 10 lost tribes to Babylonian Captivity, from Macedonians to the Roman destruction of Jerusalem – awaiting the (political) messiah – Abraham/Moses-development of a covenant faith – the faith of Jesus, and the dangerous environment of nationalism, sacrilege, and Roman imperial policy – from faith to church – St. Paul and redefining the crucifixion – slow growth in an atmosphere of persecution – the 4th century promotion – defining the church: excommunication, Petrine Doctrine, monastic movements, Arianism, the sack of Rome and St. Augustine – Holy Rome and the dilemma of balancing independence with vulnerability.
Charlemagne and the Holy Roman Empire I: The HRE: paradigm for medieval state-church relations, symbiotic joining of a dynasty needing legitimacy and a papacy needing protection, in the post-Roman wasteland – Voltaire’s quip – challenges to the church to AD 750: Justinian and the East Roman Empire, the Lombards, Islam, the Lombards again – rise of the Frankish kingdom to AD 750: Merovingians, Clovis-empire and conversion, rise of Carolingian leadership without legitimacy.


Feudalism and Manorialism: the Middle Ages: dark, dangerous, disorganized – feudalism, maintaining some form of military power and order in a period without resources – a Germanic legacy, the feudal relationship of lord-vassal, fundamental conditions – conflicts and inherent unreliability – affordability as its only favorable attribute – manorialism, agrarian management, the unequal lord-serf relationship in dangerous times – the non-feudal feudal dues – persistence of manorialism after feudalism.

Investiture Struggle I: Defining investiture – the controversy over lay investiture – the systemic-based conflict between strong emperors and reforming popes – an example, the HRE/Papacy contest to 1075 – Henry IV, right strategy, wrong tactics, Saxony, ministeriales – Hildebrand/Gregory VII, 1059-election reform, 1073-church-wide reform.


Innocent III and Frederick II: Succession crisis in the HRE, Guelf/Hohenstaufen – Frederick Barbarossa, a ray of hope, too late – helping the papacy, and collateral consequences – appeal to Pope Innocent III – a broken deal, and the pope goes to war, and wins – the height of the medieval church, reforms, and the 4th Lateran Council, 1215 – Emperor Frederick II, ambitious, intelligent, amoral – the Anti-Christ – the fatal wounding of the imperial control over the HRE – the church soon to follow.

response – Nicaea and Greek ‘duplicity’ – Edessa – Antioch, betrayal inside the city and outside the city (Stephen of Blois) – Peter Bartholomew’s miracle, and demise – the massacre at Jerusalem – 4th Crusade, a package-tour gone awry – failure of the crusading movement.

To Final Examination:


State-Building and the Decline of the Church – 1200-1500 II: The Church, decline and the beginnings of recovery: Babylonian Captivity, Great Schism, Conciliar Movement – Anglo-French hostilities, the 100 Years War – England, War of the Roses, amazing recovery under the Tudors – France, building on victory, Louis XI, the Spider-King – Alexander VI, the partial recovery of the Church.

Italian Renaissance I: Chronology – examples of transitional/Early Renaissances artists and trends – High Renaissance, the ‘Big Three’ – Late Renaissance – Qualities of Renaissance Art – Why this historical moment? – Why Italy?.


Northern Renaissance: Special case, the Northern Renaissance as the conduit between the Italian Renaissance and the Protestant Reformation – IR influences – More and Erasmus, critical, moralist, and reforming – Brothers of the Common Life, penetration of an ethos to the masses, the audience for Luther.

Reformation: Abuse or reform, judgment on Luther – salvation in the Catholic Church – life, and moral dilemma, of Luther – indulgences – Luther on salvation: anguish at its impossibility, then joy with the new mechanism of faith – Luther’s Bible and conflict with the Church – spread, and conflict among, the new Protestant faiths – Luther, Zwingli, and More.

Reformation/Counter-Reformation: Calvin, and Calvinist activism – theocracy in Geneva – Anabaptists as first martyrs – Luther and the peasant revolts – religious warfare – Catholic Reformation and Counter-Reformation – Councils of Trent – Servetus.